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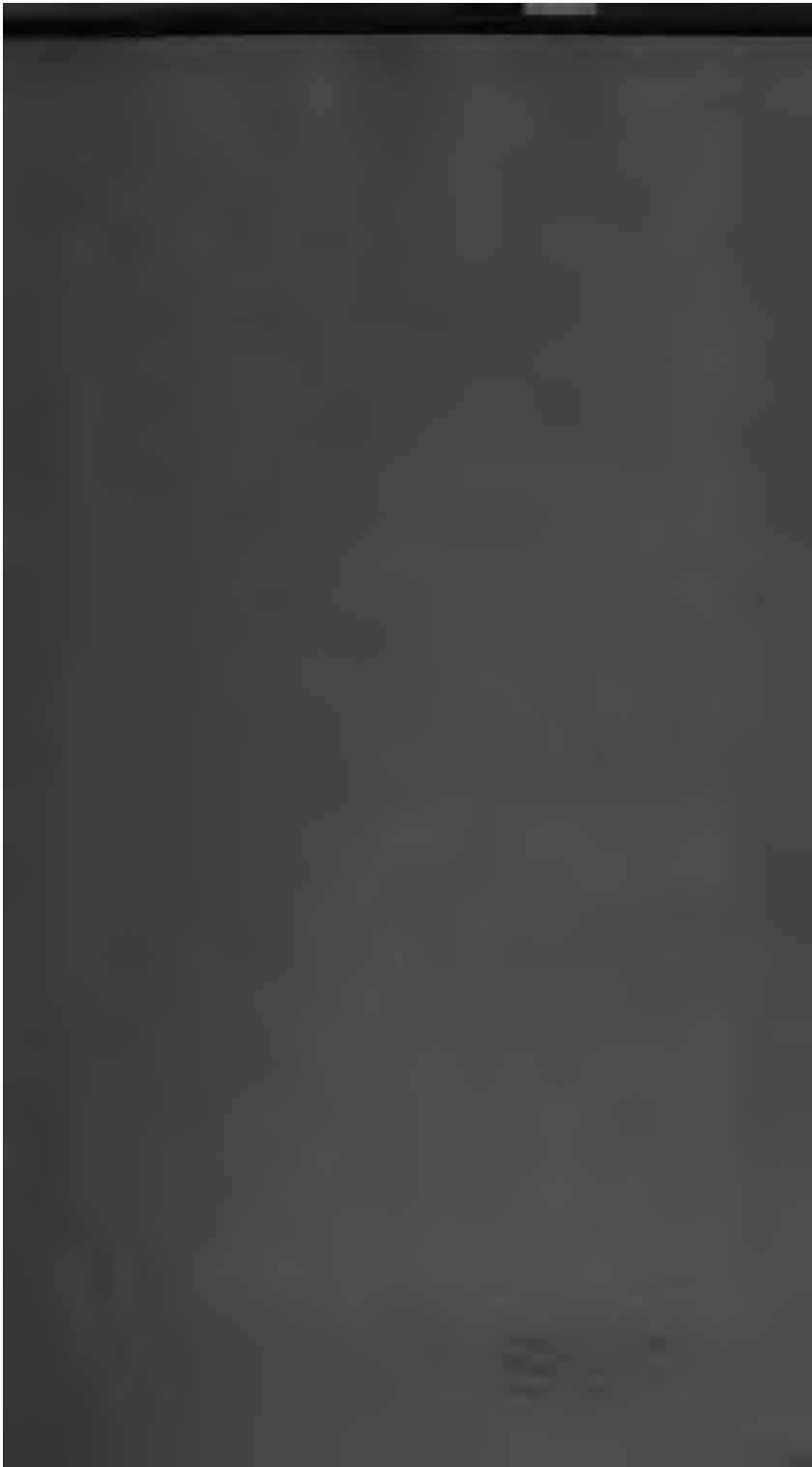
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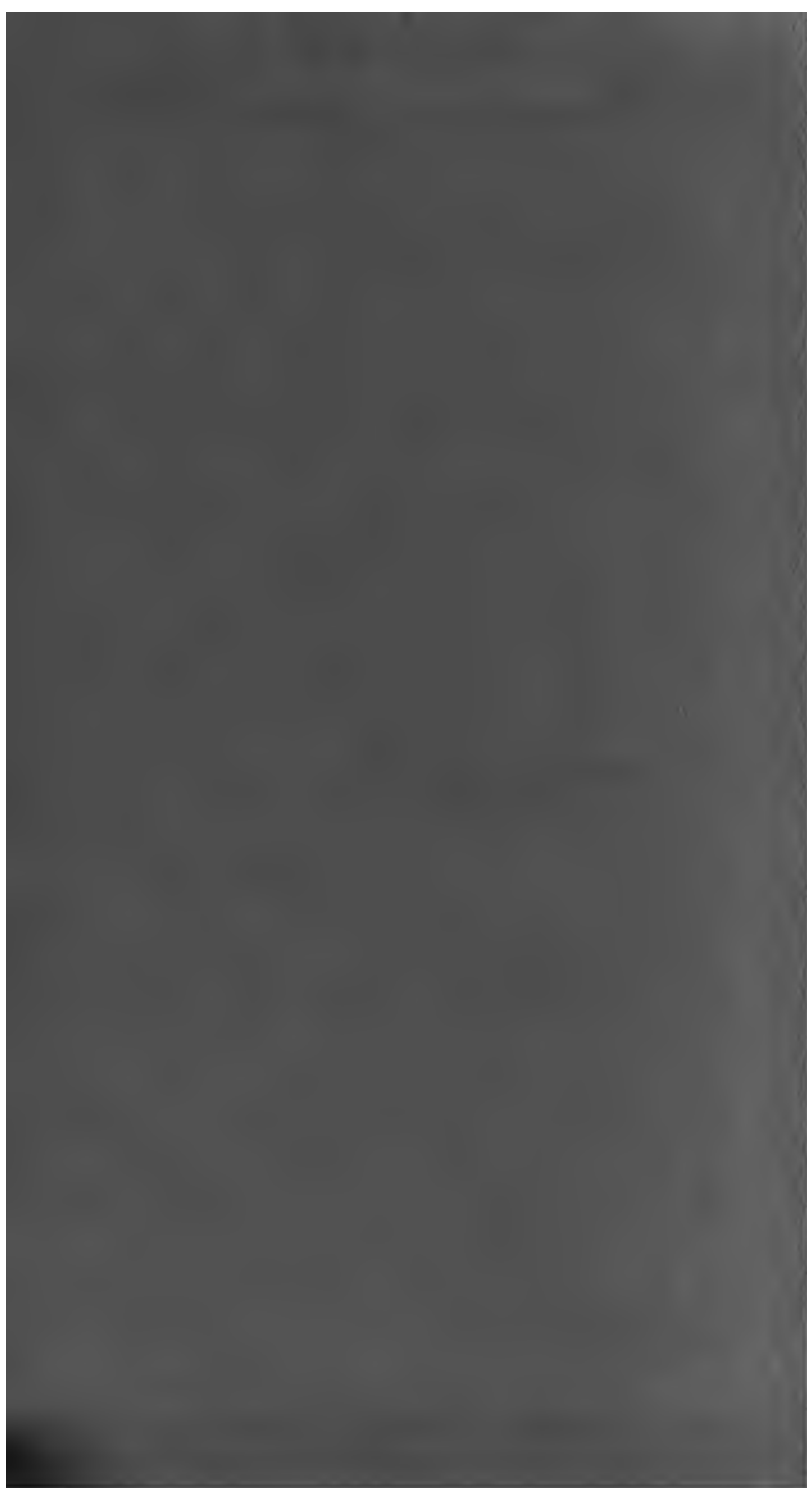
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THE OHIO
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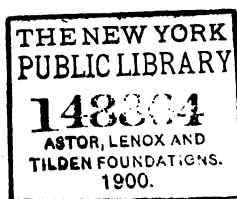
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The Ohio Journal of Education.

VOL. V., 1856.

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THE
Ohio Journal of Education.

COLUMBUS, JANUARY, 1856.

Introductory.

AT the dawn of a new year, the first number of a new volume of the Journal goes forth to meet its patrons and friends, and tender to them and all the friends of our cause the customary greeting of the season; would that our kindly wishes, emanating as they do from the heart, could reach the heart as well as the eye of all who are laboring with us in the cause of education.

The fifth volume, how suggestive the thought! Since our work commenced what changes have occurred! During the last four years some 200,000 of the youth of Ohio have reached their majority, have passed from our schools with such preparation for the duties of life as these schools have afforded: they have become part of our citizens, their suffrages are deciding the most momentous questions connected with the welfare of the State, and their influence affecting, favorably or unfavorably, all by whom they are surrounded. Within that time a still larger number have become entitled to the privileges of our schools, and are now yielding to the moulding influence of the Teachers to whom their training is entrusted.

The great object for which we labor, and which has heretofore been clearly set forth, is still the same; the means by which it is to be accomplished remain unchanged. We come with no new revelation on this subject: we have no brilliant experiments to exhibit, no novel theories to propose, no startling discoveries to announce. It is still true, as in time past, that there is no royal road to learning: knowledge must still be acquired, fact by fact, item by item, by patient and persevering toil. In the same manner only can mental discipline be acquired,—by the continued exercise of each faculty and susceptibility of the mind. Perception, consciousness and reason, understanding,

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judgment, memory and imagination, must each receive the culture appropriate to itself; and the habits of attention, observation, investigation, reflection, reasoning and thinking must be formed and nurtured. So also with respect to the formation of character; each and every desirable trait must receive its share of attention, must be wisely and kindly fostered and strengthened. Promptness and punctuality, diligence and industry, neatness and order, courtesy and politeness, kindness and generosity, forbearance and magnanimity, frankness and sincerity, truthfulness and candor, benevolence and piety,—these, and all the graces which adorn, and the virtues which enter into our ideal of true manhood and womanhood, must receive constant attention and assiduous care.

To such a work as this is it that the true Teacher is devoted. Need any wonder that it is a work of time, of labor? To aid in the successful accomplishment of this work is our aim; and, that we may be enabled to labor efficiently in their behalf, we invoke the aid of Teachers and all interested in our work, in filling our pages with such articles as should find place in a Journal of Education.

Ohio State Teachers' Association.

The eight annual meeting of this Association was attended in Columbus on the 26th and 27th of Dec. 1855. The members convened in Odeon Hall at 10 o'clock, A. M., of the 26th, Mr. A. J. Rickoff, the President, in the chair, W. Mitchell Secretary. The exercises were opened with prayer by Rev. A. Smyth, of Toledo.

On motion Messrs. J. N. Desellem of Jefferson county, J. G. Marchant of Hamilton county, and E. E. White of Cuyahoga county, were appointed assistant Secretaries.

Some time was then devoted to the receiving and enrollment of members.

The President made some remarks upon the favorable circumstances under which the Association met, and the necessity of promptness on the part of committees and members in the transaction of business.

Mr. Holbrook of Warren county, offered the following :

Resolved, That a committee of five be appointed for the purpose of drafting a petition to the Legislature in behalf of Normal Schools, of which committee the President of the Association shall be a member ex-officio.

The resolution was adopted, and Messrs. A. Holbrook, M. F. Cowdery, E. C. Ellis, and A. Freese, were appointed members of said committee.

Pres. Lorin Andrews presented the outlines of a plan for systematizing the business of the Financial Committee.

Mr. Jno. H. Rolfe offered the following :

Resolved, That L. Andrews, A. Freese, John Hancock, A. D. Lord, and M. F. Cowdery be appointed a committee to present to the Association some appropriate mode of obtaining the funds needed to carry forward the objects of the Association; which was adopted.

Dr. W. C. Catlin, on the part of the citizens and Board of Education of Mansfield, invited the Association to hold its next semi-annual meeting at Mansfield.

On motion of Rev. A. Smyth it was resolved to hold the next meeting at Mansfield.

Prof. F. Merrick, of the Ohio Wesleyan University, who was appointed to deliver the opening address, not having arrived, the Association proceeded to other business.

Mr. Eaton, of Cuyahoga, on behalf of the committee appointed at the last semi-annual meeting to memorialize the Legislature on the subject of truancy and vagrancy, presented the features of said memorial, and reported the steps taken to procure facts and statistics to be embodied in said memorial.

Mr. H. H. Barney, State Commissioner of Common Schools, on invitation of the President, made some remarks upon the condition of the educational interests of the State. He remarked that the progress of the Public Schools in the State was upward and onward; that the number of the Union or Graded Schools had been doubled; that preparations were being made to have High Schools in townships where there are no large towns in the townships; and that already all the important towns are being distinguished by these graded Schools; that not only does there exist a deep and earnest appreciation of the efforts of this Association within the State, but without. Ohio has become observed even by those Eastern States which have made the greatest progress in education. In his recent visit to New England, he had heard those engaged in their most successful institutions, acknowledge that our system is the best in the Union—that they were being outstripped by us. But in his own State, he had heard objections to the Graded Schools. Some say we do, or attempt to do, too much—that our standard of education is too high. How far is this objection valid? Does educa-

tion make the people discontented? When a people are educated a little, are they not encouraged to desire more? If they become discontented, it is a discontent with ignorance. Such discontent will always exist.

Facts were presented to show that the graded system was more useful and more economical than any other, and hence tax-payers were interested in having the system more and more perfected, and more and more extended. He represented as false and degrading the idea that men should think only of the welfare of themselves, of the education of their own children—if such selfishness was to prevail, civil and religious liberty would wane. Such were not the sentiments that inspired Washington and his illustrious compeers. Their public spirit sought to render this world a scene of peace and purity, of happiness akin to that better country to which they aspired.

Let the present system of Common Schools be permitted to have fair work, and the fruits will be manifest. The High Schools are incentives to teachers and to the pupils of the District Schools, and they are reciprocally beneficial. If the Common School system of Ohio then is let alone, it will become the best in the Union.

On motion, the Report of the committee on Normal Schools was made the order for 3 o'clock, P. M.

AFTERNOON SESSION.

The Association convened, the President in the chair.

Mr. J. P. Ellinwood moved that a committee of seven be appointed to nominate officers for the ensuing year. Messrs. J. P. Ellinwood, L. Andrews, E. E. White, S. J. Henderson, W. A. McKee, J. Ogden and F. W. Hurtt were appointed said committee.

Mr. Andrews, Chairman of the committee to present a plan for raising the funds needed to carry on the operations of the Association, make the following report:

The committee recommend, that as far as possible, pledges be obtained from Teachers for the payment of one per cent. on all salaries not exceeding \$600, and one and a half per cent. on all salaries over \$600: said sums to be paid semi-annually in advance. The Report was accepted.

On motion for the adoption of the Report remarks were made by Messrs. Rolfe, L. Andrews, A. Smyth, and others.

Mr. C. Rogers moved to amend, by substituting one per cent. on all salaries. Mr. Smyth moved to amend the amendment by striking out

one per cent. and inserting one and a half per cent., which motion, after remarks by Messrs. Smyth, Rolfe, and others was carried.

A Report was then read by Mr. H. C. Taylor on the relation of Teachers and Boards of Education.

On motion, the thanks of the Association were tendered to Mr. Taylor and a copy of his report solicited for publication.

Mr. Holbrook, from the committee to report the form of a petition to the Legislature on the subject of Normal Schools, reported the following :

To the Honorable, the Legislature of Ohio :

We, the undersigned, members of the State Teachers' Association, and citizens of the State of Ohio, would hereby respectfully represent, that,

WHEREAS, we are fully persuaded that the best possible appropriation of a portion of the School Funds will be to the support of Normal Schools, for the preparation and training of Teachers for the Public Schools of the State; and that whereas, at least four Normal Schools are requisite to furnish anything like an approach to an adequate supply of trained teachers for our public Schools, we hereby earnestly solicit that your honorable body divide the State into four Normal School Districts, each comprising an equal number of counties most conveniently situated for such purpose, and that in each or any of these Districts, a Normal School having been established by the members of the State Teachers' Association, who shall have obtained at least \$15,000, applied in the form of buildings, lands and apparatus, appropriate for such Schools, the value and fitness of such building, land and apparatus to be determined by the State Commissioner of Common Schools, the Legislature shall appropriate to each such Normal School thus established by the State Teachers' Association, the annual sum of \$5,000, to be applied exclusively to the payment of the salaries of Professors and Teachers in said Normal Schools, on condition that two pupils from each county in the several districts in which the said Normal Schools shall be located shall be entitled to free tuition under the rules and regulations of such schools, these pupils to be elected by the County Teachers' Associations at their regular meetings.

On motion of Mr. Hancock, the report was accepted. Mr. Hancock moved that the report be adopted, and a number of them printed to be circulated. After remarks by Messrs. Rolfe, DeWolf, Ellenwood, Taylor, and others, the motion was carried.

Prof. Merrick of the Ohio Wesleyan University, then proceeded to read a Report upon the course of study for our Common Schools.

On motion of Mr. Hancock, the report was accepted, the thanks of the Association returned, and a copy solicited for publication.

The President read a communication from the Superintendent of the Asylum for the Deaf and Dumb, inviting the members to visit that Institution, which was received and the thanks of the Association therefor returned.

EVENING SESSION.

The Association met pursuant to adjournment, and the session was opened with prayer by the Rev. I. W. Andrews of Marietta College. The President then introduced Rev. D. S. Burnett of Cincinnati, who delivered a most interesting discourse upon the life and services of the late Dr. Joseph Ray of Cincinnati.

SECOND DAY: MORNING SESSION.

The Association convened, the President in the chair. On motion, two thousand copies of the Petition to the Legislature on the subject of Normal Schools were ordered to be printed for circulation.

On motion, the thanks of the Association were returned to the Rev. D. S. Burnett for his address on the preceding evening, and a copy solicited for publication.

Mr. L. Andrews offered the following :

Resolved, That a committee of three be appointed to report at the next meeting of the Association on the shortness of the time pupils are allowed to remain in our public schools. Adopted, and L. Andrews, J. Eaton, and J. B. Trevor were appointed said committee.

A report on the subject of Elementary Classical education was then read by President I. W. Andrews of Marietta College.

On motion the Report was received and a copy solicited for publication. On motion of Mr. A. Holbrook the question on the adoption of the Report of the committee to prepare a petition to the Legislature on the subject of Normal Schools was reconsidered. A motion to lay the Report on the table was lost. The question was discussed by Messrs. L. Andrews, E. E. White, J. H. Rolfe, J. Ogden, and others.

Mr. Andrews remarked : Teaching is a great art ; it must be studied like other professions. It is important to have Teachers who not only have knowledge, but who know how to impart it. There are some 16,000 Public Schools in the State : to be efficient these Schools need qualified Teachers. If the Legislature is expected to do any thing to educate these Teachers we must petition for it, urge it repeatedly. If Teachers feel the importance of this, and act in unison, the work can be effected. In relation to the School Law, we wish it to remain unchanged. The proposed Normal Schools will not interfere with the Common Schools.

Mr. E. E. White said that he did not wish to oppose the Normal Schools, but if we are inclined to change the School Law, we can not expect others to let it alone. He feared the agitation of this subject *might lead to other changes* which would result in evil.

Mr. Roberts showed that the sum of \$20,000 is only one-sixtieth of the school fund of \$1,200,000, and less than \$2.00 to each of the 12,000 school districts ; and that the money thus applied will be returned a thousand fold.

Mr. J. H. Rolfe hoped that the Legislature would not change the School Law ; he thought it no more proper to educate Teachers at public expense than to do the same for the members of other professions.

Mr. M. G. Williams said he should regret that anything should be done to impair the efficiency of our present excellent system of schools. He proposed that the subject be referred to a committee, to report upon the causes of the want of success in the Normal Schools of other States.

Prof. Merrick remarked that while we have excellent Teachers in all parts of the State, a large portion of the schools are taught by those who are totally unfit for the employment. Our schools would be benefited more by two months' tuition under good Teachers than by eight months under incompetent ones. Something must be done for the proper training of Teachers. We should first agree in relation to what should be done, and then act earnestly and vigorously, and the work could be accomplished.

Dr. W. C. Catlin felt proud of the Association for having undertaken the establishment of a Normal School, but he feared that the proposed petition might result in evil ; that the High Schools, so necessary to the success of our system, might be crippled or abolished.

Mr. John Hancock spoke warmly in favor of going forward with the Normal Schools, and securing legislative aid. If we need Normal Schools, we must ask aid for them now; if put off for two years it may be too late.

Prof. M. G. Williams offered the following :

Resolved, That a committee residing in different parts of the State be appointed to inquire into the causes of the failure of Normal Schools in this and other States, and also to report the true object of Schools for the specific education of Teachers.

Mr. A. C. Deuel moved the previous question, which was carried. The report of the committee was adopted.

On motion, it was ordered that hereafter delegates from County or other Associations be required to present certificates of their appointment before being considered Honorary Members of the Association.

Mr. F. W. Hurtt offered the following :

Resolved, That a committee be appointed to correspond with proper persons, for the purpose of ascertaining the workings of the Normal Schools of this and other counties.

The resolution was adopted, and Messrs. F. W. Hurtt, A. C. Deuel, M. G. Williams and A. Smyth were appointed said committee.

On motion, Messrs. A. Holbrook, J. Hancock and J. Tuckerman were appointed a committee to distribute petitions and to appoint sub-committees in the different counties of the State, to obtain signatures to the same, and forward them to the Legislature for their action.

The committee to Nominate Officers made the following report :

President.—Rev. ANSON SMITH, of Toledo.

Vice Presidents.

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19. Andrew Freese, Cleveland.
20. Alex. Bartlett, Putnam.
21. W. W. V. Buchanan, Piqua.

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Charles Rogers, Dayton,	A. D. Lord, Columbus.
Geo. K. Jenkins, Mt. Pleasant.	Wm. Mitchell, Norwalk.
T. W. Harvey, Massillon.	E. D. Kingsley, Marietta.

Financial Committee.

M. F. Cowdery, of Sandusky, Chairman.	
R. W. Morris, Springfield.	A. C. Fenner, Dayton.
John Eaton, Jr., Cleveland.	A. Samson, Zanesville.

AFTERNOON SESSION.

The Association convened, and proceeded to the election of officers. The rule requiring the election to be by ballot was suspended, and on motion, the nominations, as reported by the committee, were confirmed.

The report on Truancy and Vagrancy was then taken up. Mr. J. Eaton, on behalf of the committee, offered the following :

Resolved, That the interests of education demand immediate legislation with reference to truancy, vagrancy, and the establishment of a State Institution for the proper training of juvenile criminals.

The resolution was discussed by the Rev. L. Warner, Chaplain to

the Ohio Penitentiary, Messrs. B. Brown and A. G. Dimmock, ex-Wardens, and others, after which it was unanimously adopted.

The facts elicited, and the views presented in this discussion were exceedingly interesting.

Mr. S. N. Sanford nominated the following persons as Trustees of the McNeeley Normal School :

<i>For three years.</i>	<i>For two years.</i>	<i>For one year.</i>
Cyrus McNeely,	Hon. Jno. A. Bingham,	M. F. Cowdery,
Asa D. Lord,	Lorin Andrews,	Ezra Cattell,
John Hancock.	Ephraim Clark,	James Taggart,
	Geo. K. Jenkins.	T. W. Harvey.

The nominations were confirmed, and the above named persons elected.

On motion, Mr. M. G. Williams was added to the committee of correspondence with reference to Normal Schools.

Dr. A. D. Lord made a brief Report with reference to the financial affairs of the Journal, which, on motion, was accepted and highly approved.

Mr. F. W. Hurtt offered the following :

WHEREAS, we believe that the appointment of a person who shall devote his whole time as Agent and Editor for the Ohio Journal of Education, would be the most effective plan of increasing its usefulness and its circulation : Therefore

Resolved, That the Executive Committee be instructed to secure the services of a competent person to act as Agent and Editor for said Journal.

After remarks by Messrs. Hancock, Lord, Cowdery and others, it was adopted.

Dr. John Williams offered the following:

Resolved, That we respectfully suggest to Boards of County Examiners the propriety of proposing to applicants the following questions.

1. Are you a subscriber to any educational periodical ?
2. What educational treatises have you read ?
3. Are you a member of any educational association ?

Resolved, That we further suggest the propriety of allowing the answers given to these questions to have, in each case their due bearing in the determination of the grade of the certificate granted.

Mr. J. A. Sloan moved to amend by striking out the third question, which was carried, and the resolutions were adopted.

Mr. L. Andrews offered the following :

"Resolved, That the heartiest thanks of the members of this Association and of the people of Ohio are due to Dr. A. D. Lord for his pioneer labors in the cause of Education in the State, for his efficiency as the Agent of this Association, and for the faithful and acceptable performance of his duties as Resident Editor of the Ohio Journal of Education."

Unanimously adopted.

On motion of Mr. L. Andrews, the "American Journal of Education," published by Hon. H. Barnard, of Hartford, Conn., was recommended to teachers and friends of education generally.

EVENING SESSION.

Melvin Clark, Esq., a member of the Board of School Examiners in Marietta, delivered an address; subject, "Popular Education as an element of Republicanism." A copy was solicited for publication.

The valedictory address of the President was pronounced. After which, Rev. A. SMYTH, the President elect, was conducted to the Chair and made a brief and appropriate address.

Rev. H. L. Hitchcock, D.D., President of Western Reserve College, was appointed to deliver the evening address at the next semi-annual meeting.

Rev. Mr. Bittinger, of Cleveland, was invited to read, at the same meeting, a Paper on "The Will as an Educational Power."

The thanks of the Association were tendered to Mr. A. J. RICKOFF, the retiring President, for the able, impartial and dignified manner in which he has discharged his duties during the past year.

A vote of thanks was returned to the railroad companies that reduced the fare of persons attending the Convention, to the hotel keepers in Columbus for the same, to the citizens of Columbus for their hospitalities, and to all who contributed to the agreeableness of this session of the Association.

The Christian Doxology was sung, the Benediction pronounced, and the Association adjourned to meet in Mansfield, on Tuesday and Wednesday, the 1st and 2d days of July next.

NAMES OF MEMBERS.

The following persons became members, or renewed their membership, by paying the fee of one dollar:

Ashland County.

R. Q. Beer, Ashland.
C. S. Martindale, Ashland.

Ashtabula County.

Mary Ross.

Belmont County.

Matthew Campbell, St. Clairsville.
Willison White, Barnesville.
John E. Stewart.

Brown County.

E. C. Ellis, Georgetown.
Sarah Salisbury.

Champaign County.

A. C. Deuel, Urbana.
S. R. Forest, "
M. G. Williams, "

Clark County.

D. R. Colmery.
Mrs A. B. Colmery.
F. W. Hurtt, Springfield.
B. W. Morris.
Mrs. Morris.

Clermont County.

Wm. Carter, Felicity.
J. A. Sloan, Batavia.

Columbiana County.

I. P. Hole, East Rochester.

Coshocton County.

W. A. McKee, Coshocton.

Miss M. Medberry, "

" Susan Van Every, Coshocton.

Crawford County.

David Kerr, Gallon.

Cuyahoga County.

O. O. Baldwin, Cleveland.

John Eaton, Jr., "

Andrew Freese, "

A. B. Palmer, "

E. E. White, "

Mrs. H. N. Baldwin, "

Miss Mary Clemens, Cleveland.

" C. J. Gillett, "

" Mary E. Smith, "

Delaware County.

Prof. F. Merrick, Delaware.

Loanda L. Ryant, Constantia.

Louisa A. Ryant, "

Erie County.

H. Blanchard.

M. F. Cowdery, Sandusky City.

O. P. Cowdery, "

J. H. Holton, Milan.

P. E. Walker, "

C. S. Royce, Huron.

Fairfield County.

Wm. Whitney, Lancaster.

Dr. Jno. Williams, "

Franklin County.

G. W. Batchelder, Columbus.

T. C. Bowles, "

W. W. Granger, "

Liberty Hall, "

John Hopley, "

A. D. Lord, "

D. C. Pearson, "

S. B. Phipps, "

Geo. C. Smith, "

Jas. W. Taylor, "

Rev. D. Worley, "

Miss E. N. Burr, "

" H. S. Carter, "

" Cora Douty, "

" C. George, "

" S. Welles, "

Greene County.

Rev. M. French, Xenia.

P. H. Jaquith, "

J. D. Stine, "

N. D. Thompson, "

Miss Eliza Hyslop, Xenia.

" N. J. Hyslop, "

" L. N. Sweezy, "

H. H. Smith, Cedarville.

J. L. Stetson, "

J. C. Stormount, "

Miss Jane Parry, "

" Julia Parry, "

Edward Story, Bowersville.

Miss N. E. Collins.

" A. F. Files.

Guernsey County.

W. K. Gooderl, Washington.

Hamilton County.

J. D. Caldwell, Cincinnati.

John Hancock, "

Augustus King, "

Elias Longley, "

James G. Marchant, "

M. D. Parker, "

D. W. Proctor, "

Uriah Rica, "

And. J. Rickoff, "

J. H. Rolfe, "

Mrs. M. L. C. Rolfe, "

Jas. M. Ross, "

J. B. Trevor, "

Pres. I. J. Allen, College Hill.

D. F. Brown, "

Josiah Bridge, Newtown.

Mrs. J. Bridge, "

J. P. Ellinwood, "

Mrs. C. Ellinwood, "

Hancock County.

Miss Harriet Alban, Findlay.

Mrs. M. B. Vance, "

Harrison County.

J. B. Cummings, Cadiz.

J. Mills, Hopedale.

John Ogden, "

Mrs. M. J. Ogden, Hopedale.

Edwin Regal, "

Miss B. B. Delaney, "

" H. N. Thompson, "

Highland County.

John B. Lee.

Miss F. C. Lee.

Wm. L. Lucas.

Robert L. Pugh.

A. F. Richards, Nevin.

D. L. Roush, "

Wm. Roush, "

David E. McCoy, Highland.

Mrs. D. E. McCoy, "

Miss Evaline Shaffer.

Huron County.

A. B. Cornell, Monroeville.

Wm. Mitchell, Norwalk.

Mrs. Kate Mitchell, "

Miss Phebe Mitchell, "

Jefferson County.

David Allen, Steubenville.

J. N. Deselle, "

J. Lindley, "

Miss M. Inglebright, Steubenville.

Miss M. L. Judkins, "

Geo. K. Jenkins, Mt. Pleasant.

Knox County.

Pres. Lorin Andrews, Gambler.

H. D. Lathrop, "

Moses Dunn, Fredericktown.

Chauncy Nye, "

Licking County.

Rev. Alex. Duncan, Newark.

Geo. L. Mills, "

Miss V. Wilcox, "

Rev. Jeremiah Hall, Granville.

W. P. Kerr, "

S. N. Sanford, "

Miss Laura B. Hawks, Utica.

" Mary D. Abbott, "

" M. W. Davis, "

" Susan Dunham, "

" M. Elliott, "

Lorain County.

Miss Harriet Goss, Brighton.

Lucas County.

D. C. Orr, Maumee City.

Rev. A. Smyth, Toledo.

Madison County.

J. H. Drew, London.

Miss M. Drew, "

" Ellen Tyler.

E. P. Ingersoll, W. Jefferson.

Smith Olney, Darby Creek.

Marion County.

James L. Heller, Marion.

Mrs. R. Johnson, "

Miss L. Essler, "

" Annie Geiger, "

" N. C. Halderman, Marion.

Meigs County.

L. Paine, Pomeroy.

Miami County.

W. W. V. Buchanan, Piqua.

Mary W. C. Clark,

Thomas J. Webb, Casttown.

Joseph Greene.

Montgomery County.

H. Anderson, Dayton.

A. C. Fenner, "

Mrs. M. J. Fenner, Dayton.

W. L. Forbes, "

S. J. Henderson, "

Charles Rogers, "

Miss. M. J. Monfort "

Morrow County.

B. B. McVay, Chesterville.

Muskingum County.

Alex. Bartlett, Putnam.

Chas. W. Chandler, Zanesville.

J. H. Hills, "

S. P. Lewis, "

C. J. D. Norman, "

Almon Samson, "

Miss N. D. Brooks, "

" E. M. Clark, "

" M. E. Cowling, "

" M. L. Hubbard, "

" L. Hutchinson, "

" C. A. Jacobs, "

" M. P. Lamb, "

" Martha Pickett, "

Pickaway County.

Miss E. A. Humastun, Circleville.

Portage County.

Rev. A. S. Hayden, Hiram.

Miss A. A. Booth, "

J. K. Pickett, Franklin Mills.

J. J. Sadler, Rootstown.

Miss F. C. Millard.

Preble County.

Rev. E. Adameon, Eaton.

B. A. Cummings, "

I. S. Morris, "

James Wilson, New Westville.

Richland County.

Dr. W. C. Catlin, Mansfield.

Miss Margaret Bassett, "

" Ellen Brinkerhoof, "

" C. Gallup, "

" Emily Loughridge, "

" S. C. Mason, "

" M. J. Pollock, "

Jesse Markham, Plymouth.

Ross County.

W. J. Sage, Chillicothe.

Sandusky County.

Mary Devan.

Mary Tichenor.

Seneca County.

D. F. DeWolfe, Tiffin.

J. T. Martin, Flat Rock.

Mrs. J. Martin, "

Stark County.

E. L. Carney, Canton.

E. B. Fairchild, "

T. W. Harvey, Massillon.

Summit County.

Dr. Henry Barnes, Inland.

Rev. H. L. Hitchcock, D. D., Hudson.

Tuscarawas County.

C. T. Emerson, New Comeratown.

Thomas McCartney, Canal Dover.

Warren County.

Alfred Holbrook, Lebanon.

C. W. Kimball, "

Martha Duncan, "

J. B. Irvin, Morrow.

Nannie B. Hart, "

Amanda Crandall.

J. B. Nickerson, Harveysburg.

Washington County.

Pres. I. W. Andrews, Marietta.

E. B. Andrews, "

Melvin Clark, "

M. D. Follett, "

E. D. Kingsley, "

F. Z. Rossiter, "

Wood County.

S. M. Etter, Perrysburg.

Miss E. D. Welles, "

Mrs. A. D. Wright, "

E. D. Lazelle, New York, N. Y.

Prof. S. S. Dillman, Mt. Pleasant, Pa.

Residence not given.

B. B. Hawley.

D. R. Hilton.

H. W. Perkins.

G. A. Starkweather.

Mary French.

Sarah N. Hall.

Emma C. Wright.

The following persons were reported as in attendance on the Convention but did not become members of the Association:

Clinton County.—John M. Kirk.

Delaware County.—T. C. O'Kane.

Franklin County.—A. B. Butties, A. G. Dimmock, Dr. W. Goldrick, Rev. I. Grover, S. D. Harris, J. J. Janney, M. H. Moore, Rev. E. D. Morris, L. L. Rice, E. L. Traver, Dr. W. Trevitt, Rev. L. Warner, Rev. J. W. White, Mrs. E. L. Traver, Mrs. D. C. Pearson, Misses S. Adams, L. A. Brelsford, E. E. Edwards, C. B. Freeman, C. George, C. A. Goldrick, Mary Harrison, M. L. Houghton, S. C. Ingraham, S. Johnston, S. J. Maxfield, A. A. Nichols, Lucy E. Peters, Mary Rice, M. E. Robertson, C. P. Snell, M. E. Snell, Frances Washington, Kate Wheeler, Alta Winchester.

Greene County.—G. H. Barker, Rev. G. H. Gowdy, Mary E. Harbison.

Hamilton County.—Hon. H. H. Barney, Rev. D. S. Burnett, Daniel Hough, D. Ray, Esq., Miss S. A. Chamberlain.

Huron County.—Miss E. A. Deaver.

Licking County.—Miss Bancroft, Kate E. Coman.

Montgomery County.—Miss Almira Davis, Mary McQuade, Sarah Yontz.

Muskingum County.—Miss Julia Eaton.

Richland County.—Mrs. M. E. Catlin.

McNeely Normal School.

The Trustees elected by the State Teachers' Association met in Columbus on the 27th of Dec., 1855. Present, Lorin Andrews, M. F. Cowdery, John Hancock, T. W. Harvey, Geo. K. Jenkins and A. D. Lord: the President, Mr. John Ogden, Principal of the Normal School, presiding.

A. D. Lord was elected Secretary, and Geo. K. Jenkins Treasurer, for the ensuing year.

The Principal was authorized to make By-Laws for the government of the several departments of the School; and to employ a competent Teacher for the Model School and pay such salary as may be necessary.

The following were adopted as Text Books in the Academic Department of the Institution: McGuffey's Readers, Stoddard's Intellectual Arithmetic, Ray's Arith. part III, Ray's Algebra, Davies' Legendre's Geometry, Cornell's Geography, Greene's Grammar, (Elements), Lynd's Class Book of Etymology, Quackenboss' Composition, Worcester's Academic Dictionary, Berard's History of U. S., Cutter's Physiology, Youman's Chemistry, Parker's Natural Philosophy, St. John's Geology, Wayland's Mental Philosophy.

Voted, that whenever Publishers present 50 or more copies of any work needed as a text book in the Normal School, it shall be used as such in that Department; and that the Principal have the selection of of the books to be used in the Model School, or Primary Department.

A. D. LORD, *Secretary*.

Cost of War Compared to that of Education.

There is not an appetite that allies man to the brutes, nor a passion for vain display which makes him more contemptible than any part of the irrational creation, which does not cost the country more every year, than such a system of schools as would, according to the evidence I have exhibited, redeem it almost entirely from its follies and its guilt. Consider a single factitious habit of our people, which no one will pretend adds any degree to the health, or length to the life, or decency to the manners of the nation—I mean the smoking of tobacco. It is said, on good authority, that the *annual* expenditure in the country for the support of this habit is ten millions of dollars; and if we reflect that this sum, averaged upon all the people, would be only half a dollar apiece, the estimate seems by no means extravagant. Yet this is far more than is paid to the teachers of all the public schools in the whole United States.

Were nations to embark in the cause of education for the redemption of mankind, as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close. But where units have been grudged for education, millions have been lavished for war. While, for the one purpose, mankind have refused to part with the superfluities, for the other, they have not only impoverished themselves, but levied burdensome taxes upon posterity. The vast national debts of Europe originated in war; and, but for that scourge of mankind, they never would have existed. The amount of money now owed by different European nations, is said on good authority, to be \$6,387,000,000. Of this inconceivable sum, the share of Great Britain is about \$4,000,000,000, (in round numbers, eight hundred millions of pounds sterling;) of France, \$780,000,000; of Russia and Austria, \$300,000,000 each; of Prussia, \$100,000,000; and the debts of the minor powers increase this sum to six billions three hundred and eighty-seven millions of dollars. The national debt of Great Britain now amounts to more than \$140 for every man, woman, and child in the three kingdoms. Allowing six persons to each family, it will average more than eight hundred and fifty dollars to every household—a sum which would be deemed by thousands and tens of thousands of families in that country to be a handsome competence—nay, wealth itself—if it were owing *to* instead of *from* them.

It is estimated that, during the twenty-two years preceding the general peace of 1815, the unimaginable sum of £6,250,000,000 sterling, or thirty billions of dollars, had been expended in war by nations calling themselves *Christian*—an amount of wealth many fold greater than has ever been expended, for the same purpose, by all the nations on the globe whom we call *savage*, since the commencement of the *Christian* era. The earth itself could not be pawned for so vast a sum as this, were there any pawn-broker's office which would accept such a pledge. Were it to be set up at auction, in the presence of fierce competitors for the purchase, it would not sell for enough to pay its war bills for a single century. The war estimates of the British government, even for the current year of peace, are eighty-five millions of dollars; and the annual interest on the national debt incurred by war, is at least a hundred and twenty millions more;—or more than two hundred millions of dollars, for a common, and, on the whole, a very favorable year. Well might Christ, in the Beatitudes, pronounce his emphatic benediction upon the “peace-makers.”

We have emulated, in this country, the same gigantic scale of expenditure for the same purpose. Since the organization of the federal government, 1789, the expense of our military and naval establishments and equipments, in round numbers, is seven hundred millions of dollars. Two of our ships of the line have cost more than two millions of dollars. The value of the arms accumulated, at one time, at the arsenal in Springfield, in this State, was two millions of dollars. The Military Academy at West Point, has cost more than four millions of dollars. In our town meetings, and in our school district meetings, wealthy and substantial men oppose the grant of \$15 for a school library, and of \$30 for both library and apparatus; while, at West Point, they spend fifty dollars in a single lesson at target-firing, and the government keeps a hundred horses and grooms and blacksmiths to take care of them, as an indispensable part of the *apparatus* of the academy. The pupils at our Normal Schools, who are preparing to become teachers, must maintain themselves; the cadets of the academy receive \$28 a month, during the entire term, as a compensation for being educated at the public expense. Adding bounties and pensions to wages and rations, I suppose the cost of a common foot soldier in the army cannot be less than \$250 a year. The average cost of female teachers for the public schools of Massachusetts last year, was only \$13.60 a month, inclusive of board; or, at a rate which would give \$163.20 for the year; but the average length of the schools was but eight months, so that the cost of two common soldiers is nearly that of five female teachers. The an-

nual salary of a colonel of dragoons in the United States army is \$2,206; of a brigadier-general, \$2,958; of a major-general, \$4,512; that of a captain of a ship of the line, when in service, \$4,500; and even when off duty, it is \$2,500!! There are but seven towns in Massachusetts where any teacher of a public school receives so high a salary as \$1,000; and in four of these towns one teacher only receives this sum.

Had my purpose been simply to show the pecuniary ability of the people at large to give the most generous compensation to such a company of accomplished, high-minded, noble teachers as would lift the race, at once, out of the pit of vice and ignorance and superstition, as safely and as tenderly as a mother bears her infant in her arms;—had my purpose been merely to show this pecuniary ability, then I have already said too much. But my design was, not merely to carry conviction to the minds of those who would contest this fact, but to make the denial of it ridiculous.—H. MANN'S *Eleventh Annual Report as Secretary of Mass. Board of Education*.

INDUSTRY IS TALENT.—We often hear persons explain how one man falls in the same pursuit, by attributing to one a talent for business, but refusing it to the other. Yet, without denying that some individuals have talent, we think that the problem in question could be easily solved, by saying that the successful man was industrious, while the other was not.

Bulwer, for example, is considered a man of the highest abilities as a novelist. Yet when Bulwer began his career, he composed with the utmost difficulty, often writing his fictions twice over. He persevered, however, and now stands almost at the head of his class, his latest productions, moreover, being regarded as the best from his pen. Every school-boy is familiar with the fact that Demosthenes became an orator only by pursuing a similar plan. Nor are illustrations of the great truth that industry is talent, confined to the highest intellectual pursuits. When Girard trusted the customer without an indorser, who carried his goods home on his shoulders, the shrewd old Frenchman was acting on this truth, deduced from his own experience of mankind. All eminent persons, whether mechanics, merchants, lawyers, or statesmen, were industrious, from Watt and Norris down to Thurlow, and William Pitt. Washington, Franklin, Marshall, Madison, and other distinguished Americans were busy men. Industry, in short, is talent, nine times out of ten.

PROFESSIONAL.

Train Children to Study.

In presenting the following views, I may cross the path of some of my fellow laborers in the great cause of education; if so, it is hoped no harm will be done to the cause, or no offense be given to those differing in opinion or practice from the writer. While visiting schools, I have observed that some teachers do not require the younger pupils to study their lessons, but allow them to spend the greater portion of their time, while in school, in amusements of various kinds: such as writing on the slate or blackboard, drawing, playing, etc., for the purpose, as they say, of making the time pass pleasantly, and cultivating within them a love for the school room. All the time improved in learning their lessons is during the recitations; and then with great labor and continued effort on the part of the instructor, the impression is probably made that is necessary to fix the lesson in the mind and memory of the learners. The question now naturally arises, Could not the lesson to be learned be more effectually impressed upon the mind, and more lastingly fixed in the memory, by first requiring the pupils — no matter how young, provided they are old enough to understand what they are doing — to *study* their lessons well before being called upon to recite? And then by the teacher, in few words and to the point, and by short impressive illustrations, let the nails be clinched that are already driven: let the lesson be impressed that has been studied. Is it not almost self-evident, that by pursuing such a course children will make much greater advancement than though a contrary course was pursued?

Let it not be supposed that I am not in favor of making the school room a pleasant place, or of allowing a proper amount of amusements in connection with study and recitations; or, that I have any objection to a proper use of the slate and blackboard by small children. On the contrary, I believe them to be indispensably necessary to the proper advancement of small as well as large children in their various studies. There is, however, in my opinion, a practical evil growing out of the too frequent and constant use of these things, to the neglect of the more important practice of training the young mind to study, to concentrate its energies upon a particular object or lesson under consideration. It may be argued by some, that small children can not study — that their minds can not be brought to bear upon a lesson independently of assist-

ance from a teacher. But the observation of every teacher of experience will justify him in a contrary decision. Has not almost every teacher noticed that in many instances when a juvenile class has been called upon to recite, and in a great measure failed in the attempt, and have been sent to their seats with a stated period of time allowed them to acquaint themselves with the lesson, and with a fair understanding that at the end of that time they will be expected to *know* their lessons, that the manner in which it was recited in the second effort was astonishingly different, there having been a decided improvement; the natural result of studying the lesson? Has not every teacher noticed in such cases that his pupils however young have the ability to learn for themselves? I have known some teachers to say that they would not have small children to study even if they were inclined to do so. I think, however, that teachers by such a practice do children great injustice. It is evident that children may very early be taught habits of industry, and the great importance of improving their time in some useful employment. Then just so far as a teacher neglects to require his young pupils to study, does he do them injustice in this important matter. In another respect he does them injustice by not teaching them the important lesson of self-reliance. If children in their daily exercises and recitations are accustomed to rely upon a teacher altogether while young, is it not obvious that as they become older they will to a great degree depend upon the same assistance; or if the aid of an instructor be removed they will be at a loss how to proceed?

Teachers ought frequently to impress the idea upon the minds of their pupils that they have the power within themselves of acquiring a great amount of knowledge independent of the help of any one; and that if they ever expect to rise to any eminence, or fill their stations in life with usefulness and honor, they must to a great degree be independent of aid from a teacher in the acquisition of knowledge. Then they will be prepared for any emergency. If they are deprived of the instruction of a teacher they know that they still possess the power to acquire, or if they continue under the care of a teacher, they have within them a spirit of self-reliance that will insure them success in all their efforts to learn.

J. E. STARKEY.

HARMONY GROVE, Dec. 1855.

Education is a young man's capital — every hour spent in studying, is working for higher wages.

Ancient Mode of Teaching a Boy.

*A lesson from Alcuin, the preceptor of Pepin, son of Charlemagne,
A. D. 800.*

What are letters? The keepers of history.

What is life? The gladness of the blessed; the sorrow of the wretched; the expectation of death.

What is death? The inevitable event; the uncertain pilgrimage; the thief of man.

What is man? The slave of death; a transient traveler; a local guest.

Where is man placed? Between six walls—above, below, before, behind, on the right hand, and on the left.

What is sleep? The image of death.

What is liberty? Innocence.

In how many ways is man changeable? In six—from hunger to fullness; from labor to rest; from wakefulness to sleep.

What is the head? The crown of the body.

What is the body? The home of the mind.

What is the brain? The preserver of the memory.

What are the eyes? The guides of the body; vessels of light; the index of the mind.

What are teeth? The millstones of our food.

What are the hands? The workmen of the body.

What are the legs? The pillars of the body.

What are the feet? Our movable foundation.

What is the sun? The splendor of the world; the beauty of heaven; the grace of nature; the glory of the day; the distributor of the hours.

What is the moon? The eye of night; the prophetess of the weather.

What are the stars? The seaman's pilot; the ornaments of the night.

What is the rain? The mother of corn.

What is a cloud? The night of day.

What is wind? The perturbation of air.

What is earth? The mother of the living; the nurse of the growing; the store-house of life; the devourer of all things.

What is the sea? The path of audacity; the boundary of the earth;

the receptacle of the rivers ; the divider of nations ; the favorer of pleasures.

What are rivers ? The irrigators of the earth.

What is frost ? The destroyer of leaves ; the persecutor of herbs ; the fetter of the earth.

What is snow ? Dry water.

What is winter ? The absence of summer. Spring ? The painter of the earth. Summer ? The reclothier of the earth ; the ripener of corn. Autumn ? The granary of the year.

What is the year ? The chariot of the world.

What does it carry ? Day and night, heat and cold.

Who are its drivers ? The sun and moon.

How many are its palaces ? Twelve.

What is a ship ? A wandering house ; a perpetual inn ; a traveler without footsteps.

What makes bitter things sweet ? Hunger.

What never makes men weary ? Gain.

What is a silent messenger ? A letter.

Here is instruction, given by one of the first minds of the age, to a son of the most enlightened prince of that time—*without one word of scientific truth*, without the least particle of that information which is now afforded to almost every child, in civilized society.—*Common School Journal, Vol. I.*

The Law of Love in School.

A most effective way to secure the good will of a scholar is to ask him to assist you. There is a boy in your school who is famous for his skill in making whistles from the green branches of the poplar. He is a bad boy, and likes to turn his ingenuity to purposes of mischief. You observe him some day in school, when he thinks your attention is engaged another way, blowing softly upon a whistle which he has concealed in his desk, for the purpose of amusing his neighbors, without attracting the attention of his teacher. Now there are two remedies. Will you try the physical one ? Then call him out into the floor ; inflict painful punishment, and send him smarting to his seat, with his heart full of anger and revenge, to plot some new and less dangerous

scheme of annoyance. Will you try the moral one? Then wait till the recess, and while he is out at his play send a message out by another boy, saying that you have heard he is very skillful in making whistles, and ask him to make one for you to carry home to a little child at your boarding house. What would, in ordinary cases, be the effect? It would certainly be a very simple application; but its effect would be to open an entirely new train of thought and feeling to the boy. "What!" he would say to himself, while engaged at work on his task, "give the master pleasure by making whistles? Who ever heard of such a thing? I never thought of any thing but giving him trouble and pain. I wonder who told him I could make whistles?" He would find, too, that the new enjoyment is far higher and purer than the *old*, and would have little disposition to return to the latter.

I do not mean by this illustration that such a measure as this would be the only notice that ought to be taken of a willful disturbance in the school. Probably it would not. What measure in direct reference to the fault committed would be necessary, would depend upon the circumstances connected with the case.

ABBOTT.

NEVER DECEIVE CHILDREN. — The importance of truth, without deception in the management of children, is illustrated by the anecdote narrated in the following paragraph from a New York paper: "Two small boys met on the side walk, and after some minutes spent in conversation, one remarked to the other that some little thing might be obtained if he could secure a few cents from his parents. 'But,' said the other, 'I don't need any money to obtain it, for my mother told me I should have it at such a time.' 'Poh!' said the first, 'my mother has promised me so many times, and I did not get it, and I do not think you will either.' 'What!' said the other. 'O yes!' replied the first, 'our mothers only tell us so to get rid of us, and I think it will be so with yours.' 'What, my mother tell me a lie! I would sooner believe the *Bible* lies than my mother!' exclaimed the little fellow, and immediately left his companion with a countenance filled with indignation. What a lesson should this afford to all parents, guardians and those who have the care of youth."

are binding only when enacted in due form, and in accordance with the Constitution ; hence the Constitution is superior to the acts of the Legislature ; but statute law is superior in force to common law.

Laws may be classified ; as, *mandatory*, commanding what shall be done ; *prohibitory*, forbidding certain acts ; or *permissive*, declaring what may be done without incurring a penalty.

Laws are also classified as, *civil*, *criminal*, *martial*, *commercial*, etc.

III. GOVERNMENT.—1 *Definitions*. This term is variously defined. It is, (1.) The exercise of influence or authority over individuals, states or nations. (2.) It is the power which enacts, executes and adjudicates the laws. (3.) It is the whole body of constituted authority in a state or nation.

2. *Applications of the term*. In the common use of the term, we speak of family, school and church government ; in the civil sense, of municipal, state and national government.

3. *Forms*. There are three distinct forms of government : monarchy, aristocracy, and democracy. Monarchies are absolute or limited, hereditary or elective. An absolute monarchy is called a despotism or autocracy, and the monarch, an autocrat.

Democracies are pure or representative. *Representative democracies* are generally called Republics ; some aristocracies are also Republics.

4. *Departments*. Every government, whatever its form, consists of three departments ; the legislative, executive, and judicial.

IV. Before proceeding to examine our own or any other form of government, the following definitions must be thoroughly learned :

Sovereignty is supreme power ; independent nations, whatever their form of government, are called sovereignties.

A Constitution is the fundamental law of a nation, and determines its form of government.

A Bill is the written form of an act, proposed for enactment by a Legislature.

An Act or *Statute* is a law which has been duly enacted.

A Retrospective Law is one which acts upon things already done.

An ex post facto Law makes an act criminal which was not so when it was performed.

A Charter is an act creating a corporation or separate municipal government.

A Corporation is a body politic, having a common seal. Banks, Railroad and Turnpike Companies, Colleges, etc., are corporations.

Municipal means relating to a corporation ; when contrasted with national, it may refer to a State.

Suffrage, a vote. *Ballot*, a written vote or ticket. *Franchise*, a particular privilege ; as the elective franchise. *Citizenship*, the right to enjoy the franchise of a citizen. *Naturalization*, the act or process by which a foreigner becomes a citizen.

Quorum, such a number of any body as is necessary to do business. *Majority*, more than half. *Minority*, less than half. *Plurality*, a number greater than any other person receives ; as, a plurality of votes.

A legal tender is the offer of such an article as the law requires, in payment of a debt.

Taxes are contributions imposed by the government upon individuals for the service of the State.

Revenue is the money raised for the uses of the government : it may be derived from various sources.

Duties, Imposts or Customs are sums required by governments to be paid on goods imported or exported.

Tariff, a list or table of duties required to be paid upon goods.

A Court is a place in which justice is judicially administered.

Jury, a number of men selected for the purpose and sworn to inquire into a matter of fact or try a cause. *A Petit Jury* usually consists of twelve men ; a *Grand Jury*, (in this State,) of fifteen, twelve of whom must agree in a verdict.

A Coroner's Jury, or Jury of Inquest, is one summoned by a Coroner in a case of sudden or violent death.

A Verdict is the *true saying*, or answer of a Jury.

Jurisdiction is the extent or limit of legal power.

An Indictment is a written accusation of a crime or misdemeanor, presented upon oath, by a grand jury.

Judgment is the sentence of law, pronounced by the court.

A Reprieve is the temporary suspension of the execution of a sentence.

Impeachment is a public accusation of maladministration.

Crime or misdemeanor is an act committed, or omitted, in violation of public laws. Murder, Manslaughter, Homicide, Arson, Burglary, Robbery, Incest, Duelling, and several other offenses, are included in this list.

Treason is levying war against the United States, adhering to their enemies, giving them aid and comfort. *Rebellion*, is open and avowed renunciation of the government to which one owes allegiance. *Secession*, is a withdrawal from connection with a federal government. *Revolution*, is a radical change in a government.

Practical Phonetics.

THE PHONETIC ALPHABET.

LONG VOWELS.						SHADE VOWELS	
Ē ē, eel,	Ā ā, ale,	Ī ī, arm,	Ō ō, all	Ō ō, oak,	Ōō; ooze;	Ē ē, earth,	Ā ā; air.
SHORT VOWELS.							
Ī ī, it,	Ē ē, ell,	Ā ā, am,	Ō ō, on,	U u, up,	Ū ū; foot;	Ā ā; ask;	
DIPHTHONGS.				CONSONANTS.			
Ē j, by,	Ō ō, boy,	Ū ū, bow,	Ū ū; new,	Ē ġ, etch,	Ē t, bath,	Ē d, bathe,	Σ j, K z, marsh, rouge, sing.
b,	d,	f,	g,	h,	j,	i,	k,
l,	m,	n,	p,	r,	s,	t,	v,
w,	y,	z,	as usually employed.				

THE ALFABETIK PRINSIPL AND ITS DEJENERÆKON.

De prinsipl ov alfabetik rjtip iz dis : Tu analiz de sændz ov speq inta đar simpl elements, tu invent a sijn hwiq sal akyuratli reprezent eq element, and bj kombjninj de sijnz tu reprezent de sænd rezultij from de vokalk kombinæjon ov de elements. Dis iz de høl objekt and intenjon ov alfabetik rjtip. Tus in de Sanskrit laggwaj everi ćanj ov sænd woz akyuratli represented bj a ćanj ov leter. If de konkurens ov tō sændz woz akumpanid in speq wiđ an elterajon in wun ov đem, fer ez er bñti ov uterans, đat ćanj, elđo it mjt onli be temporari, az in de kazual metij ov tō wurdz, woz mqrkt in de ertografi. De yufonik lez hwiq gramærianz hav detekted az influensij đez ćanjez okypid nō les đan đerti pajez in { Bopp's "Kritische Grammatik der Sanskrita Sprache in kurzerer Fassung." } It iz important tu not đis, bekež de Sanskrit laggwaj iz de grat storhæs hwens komparativ etimoloji drez her tregurz. Az, hæver, tjm went on, đis orijinal alfabetik felij bekam mor er les lost. De Greks, inded, ćanjđ đar spelij skropulushi tu imitat ćanj ov đialekt, (wiđ hwiq we sud hav bin uđerwiz unakwænted,) and we fjnd de Latin ertografi variij in diferent ajez. It mjt hav bin ekspekted hwen de Jerman "bqrbarianz" put on de Latin alfabet az đa did de Latin spelz wiđet muq regqd tu ftnes, đat ertografi sud run wjld, but stil it woz beter in intenjon đan đat we næ hav. De alfabet ov Ulfilas de Got iz a veri kreditabl perfermans. De alfabet hwiq Sirilus fermd fer de Sklavonik laggwæjez haz fnded de praktikal wurkij sistem ov rjtip næ yuzd in Rosia. But it woz in suq kuntriz az Frans and Ingland đat de grætest konfugon arox from de konfugon ov lag-

gwajez. In Iggland ðe orijinal Rønik leterz ov ðe Anglō Sakson wēr gradyuāli disyuzd and ðar plas supljid veri imperfektli bj Rōman leterz. Wið grāt vrajetī ov ðjalekt ðar woz grāt varjetī ov spelip. Hēn kam ðe Nōrman invagon wið ðe intrōdukjon ov a laggwaj elredi mikst, and rōlerz hō wēr ignorant ov Sakson. Hens arōz a mikstytur ov ðe laggwajez and a konfuzjon in spelip, fēr “klērks” ov Sākson orijin rōt wurdz hqf Sakson and hqf Frēng, and uferz ov Nōrman ekstrakjon puzld over ðe Sakson wurdz. At leyt, az ðe laggwajez bekam tūrōli fuzd intū Iglif, and lamen lērnd tū rīt and trjd ðar handz at spelip—prinsipali at ðar ōn namz, hōever—el rōl sēmd tū be brōkn brō. Hē sām wurdz in ðe sām paj wēr ritn in diferent waz. Pepl did not sēm sērtēn abēt ðar ōn nama. Hē Pērsiz ov Nōrthumberland kontrjvd tū rīt ðar nam in fiftēn diferent manerz; Lōrd Burli did not nō hē tū spel Lōrd Lesterz nām, and fēr ðs mater ov ðat Lester himself had at diferent waz tū gōz from.

Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 104. The Board of School Examiners of—— county, held an adjourned meeting on the first Monday of April last; and on the same day, and at the same place, the annual township election was held in the court house. The schools of the town being in session on that day, it became necessary for said Board of Examiners to rent a room for the purpose of holding said examination, as the free use of no suitable room could be procured. Can the county Auditor legally issue his warrant on the county Treasurer for the payment of said rent? In other words, does the law authorize county Auditors to furnish rooms and fuel, as well as books and stationery, for the purpose of accommodating such examinations?

ANSWER. In answering the foregoing question, it is proper to state, that it has not been customary in the counties of this State, or in other States, to rent rooms for the accommodation of meetings held for the examination of teachers. The reason is, no doubt, that Boards of School Examiners have generally been able to procure suitable rooms without the payment of rent. The use of court houses, school houses, churches, or public halls, has generally been freely tendered to them for this important object.

But in as much as it is made the “duty of the Examiners to fix upon the time of holding meetings for the examination of teachers, in such place as their respective counties as will, in their opinion, best accommodate the greatest number of candidates for examination,” it would seem reasonable and proper, when suitable rooms could not be procured without payment of rent, that county Auditors should authorize the Examiners to hire rooms, and should issue warrants for the payment of the expenses necessarily incurred in procuring such rooms, providing stationery, fuel, etc.

QUESTION 105.—Can township boards of education legally authorize the transfer of scholars to the school of an incorporated village, or "separate school district," at any other than their *regular meetings*?

ANSWER. It is believed that such transfers may legally be made at special meetings, when the better accommodation of the scholars plainly demands it.

In the last clause of Sec. 32 of the school law, it is stated that transfers of territory not within the limits of such corporation, may be made to or from such separate or special school district, by agreement between the board of education of the township in which such village with the territory annexed may be situated, and the board of education of such village, without requiring that such agreement shall be made at the *regular meetings* only of said boards.

In the last clause of Sec. 33, it is declared to be lawful for the township board of education of any township in which such incorporated village is situated, by and with the consent of the village board, to transfer thereto for educational purposes, the scholars of such parts of their township as lie adjacent thereto, and that all such transfers shall be controlled on the same principles, as in case of like transfers for the convenience of schools where two or more townships adjoin, as provided in Sec. 16 of the school act. And in Sec. 16, it is made the *duty* of the respective boards to transfer persons for educational purposes whenever it shall appear that they are so situated as to be *better accommodated* at the school of an adjoining township. In neither of these cases is it required that such transfer shall be authorized or assented to by said boards of education at their *regular meetings only*.

These cases seem to constitute an exception to the rule laid down in Sec. 14 for the general redistricting of townships. By this section it is made the duty of the board to prepare, or cause to be prepared, a map of their township as often as they deem necessary and to designate thereon the sub-districts of the township, and to change or alter the same, viz: the map and the sub-districts, at any *regular session*. This provision evidently relates to the general redistricting of the township, the abolition or consolidation of sub-districts, the creation of new sub districts, or the essential alteration of old ones; but it does not control the provisions contained in Secs. 16, 32, and 33, in relation to transfers of scholars from one township to another, or to the school of a separate or special school district.

QUESTION 106.—A youth now fourteen years of age, and an orphan, resided since the death of his parents, with his sister in Sandusky, until a year ago, when he visited his brothers in Indiana and Illinois. Having, however, always regarded his home as at his sister's, he returned to this State, and when she moved to the village of—— he went with her, and was permitted to attend the common school of said village. Not long since, he went to live with a gentleman, a resident of said village, expecting to remain with him, for an indefinite period of time, perhaps until he should be twenty-one years old, unless prevented by some misunderstanding, not then apprehended.

The question has been raised by the board of education, as to the right of said youth to attend the Union School of said village, as a resident scholar. Does the school law give him that right?

ANSWER. Perhaps the best way to settle the above question, is to inquire whether said youth might legally have been included in the annual enumeration of the youth of said village, had the law required such enumeration to be taken at the very time said question arose. In Sec. 8 of the present school law, it is declared that such enumeration shall include all those who are *residents within the school district* and not *temporarily* there. The youth in question, was not

temporarily in said village, for he came there, as it would seem, with the *intention of remaining*, and that constituted him in law, a *resident*.

Moreover, in Sec. 63, it is declared that the State school fund is raised for the express purpose of affording the advantages of a *free education to all the youth of this State*; and there can be no doubt that the boy referred to is one of said youth, and as such is entitled to the privilege of attending some one of the common schools of the State, and if some one, it must be that of the village already referred to.

The question as to what particular school the youth of school age have a right to attend, is well settled in the following cases, viz:

1. They are entitled to the privilege of attending the school in the district where their parents, guardians, or employers reside, although such residence be temporary, provided they actually compose a part of the family of such parents, guardians, or employers.

2. If they are *hired* to labor or service in the family of an inhabitant of the district, and are regarded and treated as *part of his family* and not as mere temporary boarders, they are entitled to participate in the privileges of the district school.

3. If they have neither parents nor guardians, they may attend the school of the district in which the families reside, with whom they elect to make their homes. In short, they may attend the school of the district where they are temporarily residing, provided they could not legally be enumerated in any other district.

But children coming into a district and *boarding* for the purpose of attending school therein, are not entitled to that privilege, unless the school directors see fit to grant it.

If a person, however, who is not an inhabitant of some other district, resides temporarily in a given district, all the children of school age belonging to his family, may attend the school of the district in which he thus temporarily resides.

H. H. BARNEY,
Commissioner of Common Schools.

The Rate at which Waves Travel.—A paper was read by Prof. Bache before the American Scientific Association, stating that at nine o'clock on the morning of the 23d of December, 1854, an earthquake occurred at Simoda, on the island of Nippon, Japan, and occasioned the wreck of the Russian frigate *Diana*, which was then in port. The harbor was first emptied of water, and then came in an enormous wave which again receded and left the harbor dry. This occurred several times.—The United States has self-acting tide gauges at San Francisco and San Diego, which record the rise of the tide upon cylinders, turned by clocks; and at San Francisco, four thousand eight hundred miles from the scene of the earthquake, the first wave arrived twelve hours and sixteen minutes after it had receded from the harbor of Simoda. It had traveled across the broad bosom of the Pacific ocean at the rate of six and a half miles a minute, and arrived safely on the shores of California, to astonish the scientific observers of the coast surveying expedition. The first wave, or rising of the waters, at San Francisco, was seven-tenths of a foot in height, and lasted for about half an hour. It was followed by a series of seven other waves of less magnitude, at intervals of an hour each. At San Diego similar phenomena were observed, although on account of a greater distance from Simoda, (four hundred miles greater than to San Francisco,) the waves did not arrive so soon, and were not quite as high.

Editors' Portfolio.

After the greater portion of the matter for this number was prepared, it was decided to delay its publication till after the annual meeting, so that the proceedings might be included.

At the meeting of the Executive Committee, held immediately after their election, the persons whose names appear on the cover were appointed Associate Editors, and Rev. ANSON SMYTH, of Toledo, Resident Editor and Agent. As Mr. Smyth could not at once decide whether he would accept the situation, and could not be in Columbus to take charge of the Journal, this number has been superintended by the former Editor. The committee voted to continue to publish an edition of 4500 copies of the Journal; and decided to discontinue the Mathematical Department, in its present form, and to have articles or solutions of special interest inserted under the Scientific Department.

The Editors' Table is omitted to make room for other matter of present interest.

Correspondence.

DR. LORD: It will be out of my power to attend the approaching convention in Columbus, which is to me a source of great regret. As one of the Board of Examiners of this county, I have assumed the agency of the Journal, and promise you that the subscription of Athens county shall increase the coming year at least two fold.

W. H. Y., Athens.

You can hardly conceive what the Journal, and the Association under whose auspices it is published, have done and are doing for the North-Western portion of the State. Five years ago, Teachers, or rather those who kept the schools in this section, received \$12 to \$15 per month: now I have applications for Teachers almost daily at wages ranging from \$25 to \$30 per month. So far as I can judge, the present law gives satisfaction, and Boards of Education do not hesitate to levy the additional two mills allowed by the law.

In this township, notwithstanding the almost total failure of crops, we are building two new school houses. Our school, here, though nominally a district school, is supported 44 weeks in the year, at an expense for teachers of \$710 per annum. The district enumerates but 188 scholars. Instruction is given in the primary branches usually taught in common schools, together with the higher mathematics, Latin, Philosophy, etc.

E. W. L., Waterville, Lucas Co.

I am happy to inform you that Felicity is doing nobly in the educational cause. Our Board recently purchased the Female Seminary in this place. The building is of brick, two stories, containing four good school rooms and a library room, and is surrounded by two acres of ground. The situation is beautiful: our Board have planted 100 forest and evergreen trees this fall, and we intend to make it the most desirable location in the county, if not in the State. Our school is now organized in the new building. We have 250 scholars. I have three assistants, all females.

W. C., Felicity, Clermont Co.

I was present at a recent meeting of the Board of Examiners for Clermont county. The gentlemen composing the Board, are, by their thorough examinations, strict impartiality, and gentlemanly deportment, advancing the cause of education very much in this County, and securing the confidence and esteem of the public. I deeply regret that the same can not be said of every examiner in every county in the State.

F. Cedron, Clermont Co.

Mr. CHAS. S. ROYCE, Agent of the Ohio Phonetic Association, has recently introduced Phonotypy into the Granville Union School, of which Mr. J. S. Bailey, late of Zanesville, is Superintendent. During his stay in Granville, Mr. Royce also organized a Phonographic class in the College.

Mr. Royce, a *self-made man*, is at once a scholar, a teacher and a gentleman. We hope he may long continue in his present employment, and would bespeak for him the cordial reception of which he is worthy.

Phonography has also been introduced into one of the Granville Female Seminaries. We think the present high prosperity of these schools results, in no small degree, from the enterprise of their presiding officers. They are men who *keep up with the times*; men who do not unceremoniously pitch overboard *every improvement*, through fear of innovation.

The Trustees of Denison University are erecting a new building, at a cost of \$18,000. This institution—to use a nautical phrase—is raising steam; we think she will soon be under way.

We learn that a *new era* has dawned upon Kenyon College, since the election of the new President.

A. J., Granville.

Selections.

Life is a fountain fed by a thousand streams, that perish if one be dried. It is a silver cord twisted with a thousand strings that part asunder if one is broken. Thoughtless mortals are surrounded by innumerable dangers which make it more strange that they must all perish suddenly at last.

We are encompassed with accidents every day to crush the decaying tenements we inhabit. The seeds of disease are planted in our constitution by nature. The earth and atmosphere whence we draw the breath of life, are impregnated with death; health is made to operate to its own destruction. Death lurks in ambush along the paths. Notwithstanding this truth is so palpably confirmed by the daily examples before our eyes, how little do we lay it to heart. We see our friends and neighbors die, but how seldom does it occur to our thoughts that our knell may give the next warning to the world.

Take up the cycle of history that preceded the advent of Christianity, and compare it with the present period; and is there not an entirely different expression on the face of things, so far as conceptions of humanity and influence of philanthropy are concerned? Contrast "a Roman holiday," its butchery and its blood, with a modern anniversary that clasps the round world in its jubilee, and see if humanity has not been helped by religion. Or look back upon Grecian art and refinement, and tell me what oration or poem, or pantheon of marble beauty, is half as glorious as the plain brick free-school; the asylum of industry; the home for the penitent, the disabled and the poor.

Proposition to convert the Ohio River into a Slack-water Canal.—At a late meeting of the Pittsburg Board of Trade, a gentleman submitted a proposition on the subject of improving the Ohio river, by converting it into a slack-water canal. These suggestions were unanimously approved by the Board, and were earnestly recommended to public consideration. The distance from Pittsburg to the mouth of the Ohio is 977 miles, with an aggregate fall of 425 feet. It is assumed that to convert the entire river into slack-water, would require only fifty locks of an average lift of 8 1-2 feet, which would create pools of an aggregate length of 132 miles. The estimated cost of the work is from seven to ten millions of dollars for the whole work, which is supposed to be about half the expense of an ordinary canal, or about one third the average cost of a railroad.

Selected Anecdotes.

Washington's Acknowledgment.—In 1755, Washington, then a young man twenty-two years of age, was stationed with his regiment at Alexandria. At this time an election for public officers took place, and the contest between the candidates became exciting and severe. A dispute took place between Mr. Payne and Washington, in which the latter (an occurrence very uncommon with him) became warm, and said something which gave Mr. Payne so much offense that he knocked Washington down; instead of flying into a passion, and sending him a challenge to fight a duel, as was expected, Washington, upon mature reflection, finding he had been the aggressor, resolved to ask pardon of Mr. Payne on the morrow. Accordingly he met Mr. Payne the next day, and extended his hand in a friendly manner: "Mr. Payne," said he, "to err is nature; to rectify error is glory. I find I was wrong yesterday, but I wish to be right to-day. You had some satisfaction yesterday, and if you think that was sufficient, here is my hand, let us be friends." It is hardly necessary to state that ever afterwards they were so.

Would persons, who think it *honorable* to fight, be likely to approve of Gen. Washington's course, as given in the foregoing narrative?

Do you think it was creditable to so great a man as Gen. Washington, to ask forgiveness, as he did, after he had received an injury himself?

Manly to Resent; Godlike to Forgive.—A gentleman went to Sir Eardley Wilmot, at one time Lord Chief Justice of the Court of Common Pleas, and having stated to the Judge an injury he had received, asked him if he did not think it manly to resent it. "Yes," said Sir Eardley, "it would be *manly* to resent it, but it would be *Godlike* to forgive it!" This reply completely altered the feelings of the applicant.

Which is the *first feeling* with most people, to *resent* injuries, or to *forgive* them?
—From Mr. Cowdery's *Moral Lessons*.

Items.

Mr. ABRIEL PARISH, Principal of the Public High School in Springfield, Mass. has been elected a member of the State Board of Education.

Mr. GEO. L. MILLS, late Principal of Halcyon Academy, has taken charge of the male department of the Public High School in Newark.

Mr. ORRIS P. LAIRD, late of Trumbull county, has recently taken charge of the Union School in Johnstown, Licking county.

Massachusetts has four excellent Normal Schools in successful operation, beside the one connected with the Public Schools of Boston.

The Dublin University Magazine states that the present war with Russia costs England and her allies \$1,250,000 per day!

"What's whisky bringing?" inquired one who dealt in the poison. "Bringing men, women, and children to the poorhouse, the penitentiary, and the gallows," was the just reply.

Persons who forward money for the Journal, will please state distinctly on what Volume it is to apply. It is hoped that those who have not paid for Vol. IV, will do it immediately.

THE
Ohio Journal of Education.

COLUMBUS, FEBRUARY, 1856.

Elementary Classical Study in the State:

A REPORT BY I. W. ANDREWS, PRESIDENT OF MARIETTA COLLEGE, READ AT THE ANNUAL MEETING OF THE OHIO STATE TEACHERS' ASSOCIATION, DECEMBER 27, 1855.

THERE have been three classes of schools for general education ; common schools, academies, and colleges. The common school was supported by the public funds, and the education it furnished was of the most elementary character. The academy, though sometimes open to young pupils, was, in general, designed for those somewhat advanced. After going as far as the teacher of the district school cared to take them, those desiring higher attainments, sought the academy, either to perfect themselves in the English branches, or to prepare themselves for college. The academy has been the Normal School to most of the successful teachers of the country. Thus in various ways, this middle class of schools has been of signal service to the general cause of education, and, as preparing students for college, has been greatly instrumental in sustaining the higher institutions.

This academical system still continues in most of the older States, and we may safely expect that it will not soon be abandoned. In some of the towns of New England, the academy has given place to the Public High School ; but there are many institutions of long standing and large endowments, which were never more prosperous than at present.

In our own State, this system had never been generally introduced. A few good schools of this character had been established, and some still remain. But the great favor with which the graded system of Public Schools has been received, and most justly, has prevented the establishment of new academies, and caused the suspension of some

Practical Phonetics.

THE PHONETIC ALPHABET.

LONG VOWELS.						SHADE VOWELS	
Ē ē, eel,	Ā ā, ale,	Ī ī, arm,	Ō ō, all	Ō ō, oak,	Ōō; oaze;	Ē ē, earth,	Ā ā; air.
SHORT VOWELS.							
Ī ī, it,	Ē ē, ell,	Ā ā, am,	Ō ō, on,	U u, up,	Ū ū; foot;	Ā ā; ask;	
DIPHTHONGS.				CONSONANTS.			
Ē ĩ, by,	Ō ō, boy,	Ū ū, bow,	Ū ū; new,	Ē ė, etch,	Ē ĩ, bath,	Ē ĩ, bathe,	Ū ū; sing.
b, d, f, g, h, j, i, k, l, m, n, p, r, s, t, v, w, y, z, as usually employed.							

THE ALFABETIK PRINSIPL AND ITS DEJENERÆKON.

Ēe prinsipl ov alfabetik rġtip iz đis: Tu analiz đe sġndz ov speġ intu đar simpl elements, tu invent a sġn hwiġ sal akyuratlġ reprezent eg element, and bġ kombinġn đe sġnz tu reprezent đe sġnd rezultġn from đe vokal kombinæson ov đe elements. Đis iz đe høl objekt and intenġon ov alfabetik rġtip. Ēus in đe Sanskrit laggwaj everi ġanj ov sġnd woz akyuratlġ represented bġ a ġanj ov leter. If đe konkurens ov tō sġndz woz akumpanid in speġ wiđ an elteraġon in wun ov đem, fer ez er bġti ov uterans, đat ġanj, elđo it mġt onli be temporari, az in đe kaġual metġn ov tō wurdz, woz mqrkt in đe ertogradi. Ēe yufonik lez hwiġ gramærianz hav detekted az influensġn đez ġanjez okyupġd nō les đan đerti pajez in { Bopp's "Kritische Grammatik der Sanskrita Sprache in kurzerer Fassung." } It iz impertant tu nōt đis, bekez đe Sanskrit laggwaj iz đe grat stōrhæs hwens komparativ etimolōġi drez ġer tregurz. Az, ġæver, tġm went on, đis orġinal alfabetik felġn bekam mor er les lost. Ēe Greks, inded, ġanjđ đar spelġn skropulushi tu imitat ġanj ov đialekt, (wiđ hwiġ we sġd hav bin uđerwġz unakwænted,) and we fġnd đe Latin ertogradi variġn in diferent aġez. It mġt hav bin ekspekted hwen đe ġerman "bqrbarianz" put on đe Latin alfabet az đā đid đe Latin spelz wiđst muġ regrd tu fitnes, đat ertogradi sġd run wiđ, but stil it woz beter in intenġon đan đat we nġ hav. Ēe alfabet ov Ulfilas đe Ġōđ iz a veri kreditabl perġormans. Ēe alfabet hwiġ Sirilus fermd fer đe Sklavonik laggwæj haz fġnded đe praktikal wurkġn sistem ov rġtip nġ yġd in Rōġia. But it woz in sug kuntriz az *Frans* and *Ingland* đat đe grætest konfugon aroz from đe konfugon ov lag-

gwajez. In Ingland de orijinal Ronik leterz ov de Anglo Sakson wër gradyuali disyuzd and đar plás supljđ veri imperfektli bj Rōman leterz. Wđđ grāt vrajeti ov dijalekt đar woz grāt varjeti ov spelij. Hēn kam de Nōrman invagon wđđ de intrōdukjōn ov a laggwaj elredi mikst, and rōlerz hō wër ignorant ov Sakson. Hens aroz a mikstytur ov de laggwajez and a konfuzjōn in spelij, fēr “klērks” ov Saksōn orijin rōt wurdz hqf Saksōn and hqf Frēng, and uferz ov Nōrman ekstrakjōn puzld over de Saksōn wurdz. At leđđ, az de laggwajez bekam tūrōli fuzd intū Iglif, and lamen lērdn tū rīt and trjđ đar handz at spelij—prinsipali at đar ōn namz, hēver—el rōl semd tū be brokn thrō. Hē sām wurdz in de sām paj wër ritn in diferent waz. Pēpl did not sem sēten abst đar ōn nama. Hē Pērsiz ov Nērdumberland kontrjvd tū rīt đar nam in fīften diferent manerz; Lērd Burli did not nō hē tū spel Lērd Lesterz nām, and fēr de mater ov đat Lester himself had at diferent waz tū gōz from.

Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 104. The Board of School Examiners of—— county, held an adjourned meeting on the first Monday of April last; and on the same day, and at the same place, the annual township election was held in the court house. The schools of the town being in session on that day, it became necessary for said Board of Examiners to rent a room for the purpose of holding said examination, as the free use of no suitable room could be procured. Can the county Auditor legally issue his warrant on the county Treasurer for the payment of said rent? In other words, does the law authorize county Auditors to furnish rooms and fuel, as well as books and stationery, for the purpose of accommodating such examinations?

ANSWER. In answering the foregoing question, it is proper to state, that it has not been customary in the counties of this State, or in other States, to rent rooms for the accommodation of meetings held for the examination of teachers. The reason is, no doubt, that Boards of School Examiners have generally been able to procure suitable rooms without the payment of rent. The use of court houses, school houses, churches, or public halls, has generally been freely tendered to them for this important object.

But in as much as it is made the “duty of the Examiners to fix upon the time of holding meetings for the examination of teachers, in such place as their respective counties as will, in their opinion, best accommodate the greatest number of candidates for examination,” it would seem reasonable and proper, when suitable rooms could not be procured without payment of rent, that county Auditors should authorize the Examiners to hire rooms, and should issue warrants for the payment of the expenses necessarily incurred in procuring such rooms, providing stationery, fuel, etc.

QUESTION 105.—Can township boards of education legally authorize the transfer of scholars to the school of an incorporated village, or "separate school district," at any other than their *regular meetings*?

ANSWER. It is believed that such transfers may legally be made at special meetings, when the better accommodation of the scholars plainly demands it.

In the last clause of Sec. 32 of the school law, it is stated that transfers of territory not within the limits of such corporation, may be made to or from such separate or special school district, by agreement between the board of education of the township in which such village with the territory annexed may be situated, and the board of education of such village, without requiring that such agreement shall be made at the *regular meetings* only of said boards.

In the last clause of Sec. 33, it is declared to be lawful for the township board of education of any township in which such incorporated village is situated, by and with the consent of the village board, to transfer thereto for educational purposes, the scholars of such parts of their township as lie adjacent thereto, and that all such transfers shall be controlled on the same principles, as in case of like transfers for the convenience of schools where two or more townships adjoin, as provided in Sec. 16 of the school act. And in Sec. 16, it is made the *duty* of the respective boards to transfer persons for educational purposes whenever it shall appear that they are so situated as to be *better accommodated* at the school of an adjoining township. In neither of these cases is it required that such transfer shall be authorized or assented to by said boards of education at their *regular meetings* only.

These cases seem to constitute an exception to the rule laid down in Sec. 14 for the general redistricting of townships. By this section it is made the duty of the board to prepare, or cause to be prepared, a map of their township as often as they deem necessary and to designate thereon the sub-districts of the township, and to change or alter the same, viz: the map and the sub-districts, at any *regular session*. This provision evidently relates to the general redistricting of the township, the abolition or consolidation of sub-districts, the creation of new sub-districts, or the essential alteration of old ones; but it does not control the provisions contained in Secs. 16, 32, and 33, in relation to transfers of scholars from one township to another, or to the school of a separate or special school district.

QUESTION 106.—A youth now fourteen years of age, and an orphan, resided since the death of his parents, with his sister in Sandusky, until a year ago, when he visited his brothers in Indiana and Illinois. Having, however, always regarded his home as at his sister's, he returned to this State, and when she moved to the village of—— he went with her, and was permitted to attend the common school of said village. Not long since, he went to live with a gentleman, a resident of said village, expecting to remain with him, for an indefinite period of time, perhaps until he should be twenty-one years old, unless prevented by some misunderstanding, not then apprehended.

The question has been raised by the board of education, as to the right of said youth to attend the Union School of said village, as a resident scholar. Does the school law give him that right?

ANSWER. Perhaps the best way to settle the above question, is to inquire whether said youth might legally have been included in the annual enumeration of the youth of said village, had the law required such enumeration to be taken at the very time said question arose. In Sec. 8 of the present school law, it is declared that such enumeration shall include all those who are *residents within the school district* and not *temporarily* there. The youth in question, was not

temporarily in said village, for he came there, as it would seem, with the *intention of remaining*, and that constituted him in law, a *resident*.

Moreover, in Sec. 63, it is declared that the State school fund is raised for the express purpose of affording the advantages of a *free education to all the youth of this State*; and there can be no doubt that the boy referred to is one of said youth, and as such is entitled to the privilege of attending some one of the common schools of the State, and if some one, it must be that of the village already referred to.

The question as to what particular school the youth of school age have a right to attend, is well settled in the following cases, viz:

1. They are entitled to the privilege of attending the school in the district where their parents, guardians, or employers reside, although such residence be temporary, provided they actually compose a part of the family of such parents, guardians, or employers.

2. If they are *hired* to labor or service in the family of an inhabitant of the district, and are regarded and treated as *part of his family* and not as mere temporary boarders, they are entitled to participate in the privileges of the district school.

3. If they have neither parents nor guardians, they may attend the school of the district in which the families reside, with whom they elect to make their homes. In short, they may attend the school of the district where they are temporarily residing, provided they could not legally be enumerated in any other district.

But children coming into a district and *boarding* for the purpose of attending school therein, are not entitled to that privilege, unless the school directors see fit to grant it.

If a person, however, who is not an inhabitant of some other district, resides temporarily in a given district, all the children of school age belonging to his family, may attend the school of the district in which he thus temporarily resides.

H. H. BARNEY,
Commissioner of Common Schools.

The Rate at which Waves Travel.—A paper was read by Prof. Bache before the American Scientific Association, stating that at nine o'clock on the morning of the 23d of December, 1854, an earthquake occurred at Simoda, on the island of Nippon, Japan, and occasioned the wreck of the Russian frigate *Diana*, which was then in port. The harbor was first emptied of water, and then came in an enormous wave which again receded and left the harbor dry. This occurred several times.—The United States has self-acting tide gauges at San Francisco and San Diego, which record the rise of the tide upon cylinders, turned by clocks; and at San Francisco, four thousand eight hundred miles from the scene of the earthquake, the first wave arrived twelve hours and sixteen minutes after it had receded from the harbor of Simoda. It had traveled across the broad bosom of the Pacific ocean at the rate of six and a half miles a minute, and arrived safely on the shores of California, to astonish the scientific observers of the coast surveying expedition. The first wave, or rising of the waters, at San Francisco, was seven-tenths of a foot in height, and lasted for about half an hour. It was followed by a series of seven other waves of less magnitude, at intervals of an hour each. At San Diego similar phenomena were observed, although on account of a greater distance from Simoda, (four hundred miles greater than to San Francisco,) the waves did not arrive so soon, and were not quite *as high*.

Editors' Portfolio.

After the greater portion of the matter for this number was prepared, it was decided to delay its publication till after the annual meeting, so that the proceedings might be included.

At the meeting of the Executive Committee, held immediately after their election, the persons whose names appear on the cover were appointed Associate Editors, and Rev. ANSON SMYTH, of Toledo, Resident Editor and Agent. As Mr. Smyth could not at once decide whether he would accept the situation, and could not be in Columbus to take charge of the Journal, this number has been superintended by the former Editor. The committee voted to continue to publish an edition of 4500 copies of the Journal; and decided to discontinue the Mathematical Department, in its present form, and to have articles or solutions of special interest inserted under the Scientific Department.

The Editors' Table is omitted to make room for other matter of present interest.

Correspondence.

DR. LORD: It will be out of my power to attend the approaching convention in Columbus, which is to me a source of great regret. As one of the Board of Examiners of this county, I have assumed the agency of the Journal, and promise you that the subscription of Athens county shall increase the coming year at least two fold.

W. H. Y., Athens.

You can hardly conceive what the Journal, and the Association under whose auspices it is published, have done and are doing for the North-Western portion of the State. Five years ago, Teachers, or rather those who kept the schools in this section, received \$12 to \$15 per month: now I have applications for Teachers almost daily at wages ranging from \$25 to \$30 per month. So far as I can judge, the present law gives satisfaction, and Boards of Education do not hesitate to levy the additional two mills allowed by the law.

In this township, notwithstanding the almost total failure of crops, we are building two new school houses. Our school, here, though nominally a district school, is supported 44 weeks in the year, at an expense for teachers of \$710 per annum. The district enumerates but 188 scholars. Instruction is given in the primary branches usually taught in common schools, together with the higher mathematics, Latin, Philosophy, etc.

E. W. L., Waterville, Lucas Co.

I am happy to inform you that Felicity is doing nobly in the educational cause. Our Board recently purchased the Female Seminary in this place. The building is of brick, two stories, containing four good school rooms and a library room, and is surrounded by two acres of ground. The situation is beautiful: our Board have planted 100 forest and evergreen trees this fall, and we intend to make it the most desirable location in the county, if not in the State. Our school is now organized in the new building. We have 250 scholars. I have three assistants, all females.

W. C., Felicity, Clermont Co.

I was present at a recent meeting of the Board of Examiners for Clermont county. The gentlemen composing the Board, are, by their thorough examinations, strict impartiality, and gentlemanly deportment, advancing the cause of education very much in this County, and securing the confidence and esteem of the public. I deeply regret that the same can not be said of every examiner in every county in the State.

F. Cedron, Clermont Co.

Mr. CHAS. S. ROYCE, Agent of the Ohio Phonetic Association, has recently introduced Phonotypy into the Granville Union School, of which Mr. J. S. Bailey, late of Zanesville, is Superintendent. During his stay in Granville, Mr. Royce also organized a Phonographic class in the College.

Mr. Royce, a *self-made man*, is at once a scholar, a teacher and a gentleman. We hope he may long continue in his present employment, and would bespeak for him the cordial reception of which he is worthy.

Phonography has also been introduced into one of the Granville Female Seminaries. We think the present high prosperity of these schools results, in no small degree, from the enterprise of their presiding officers. They are men who *keep up with the times*; men who do not unceremoniously pitch overboard *every improvement*, through fear of innovation.

The Trustees of Denison University are erecting a new building, at a cost of \$18,000. This institution—to use a nautical phrase—is raising steam; we think she will soon be under way.

We learn that a *new era* has dawned upon Kenyon College, since the election of the new President.

A. J., Granville.

Selections.

Life is a fountain fed by a thousand streams, that perish if one be dried. It is a silver cord twisted with a thousand strings that part asunder if one is broken. Thoughtless mortals are surrounded by innumerable dangers which make it more strange that they must all perish suddenly at last.

We are encompassed with accidents every day to crush the decaying tenements we inhabit. The seeds of disease are planted in our constitution by nature. The earth and atmosphere whence we draw the breath of life, are impregnated with death; health is made to operate to its own destruction. Death lurks in ambush along the paths. Notwithstanding this truth is so palpably confirmed by the daily examples before our eyes, how little do we lay it to heart. We see our friends and neighbors die, but how seldom does it occur to our thoughts that our knell may give the next warning to the world.

Take up the cycle of history that preceded the advent of Christianity, and compare it with the present period; and is there not an entirely different expression on the face of things, so far as conceptions of humanity and influence of philanthropy are concerned? Contrast "a Roman holiday," its butchery and its blood, with a modern anniversary that clasps the round world in its jubilee, and see if humanity has not been helped by religion. Or look back upon Grecian art and refinement, and tell me what oration or poem, or pantheon of marble beauty, is half as glorious as the plain brick free-school; the asylum of industry; the home for the penitent, the disabled and the poor.

Proposition to convert the Ohio River into a Slack-water Canal.—At a late meeting of the Pittsburg Board of Trade, a gentleman submitted a proposition on the subject of improving the Ohio river, by converting it into a slack-water canal. These suggestions were unanimously approved by the Board, and were earnestly recommended to public consideration. The distance from Pittsburg to the mouth of the Ohio is 977 miles, with an aggregate fall of 425 feet. It is assumed that to convert the entire river into slack-water, would require only fifty locks of an average lift of 8 1-2 feet, which would create pools of an aggregate length of 132 miles. The estimated cost of the work is from seven to ten millions of dollars for the whole work, which is supposed to be about half the expense of an ordinary canal, or about one third the average cost of a railroad.

Selected Anecdotes.

Washington's Acknowledgment.—In 1755, Washington, then a young man twenty-two years of age, was stationed with his regiment at Alexandria. At this time an election for public officers took place, and the contest between the candidates became exciting and severe. A dispute took place between Mr. Payne and Washington, in which the latter (an occurrence very uncommon with him) became warm, and said something which gave Mr. Payne so much offense that he knocked Washington down; instead of flying into a passion, and sending him a challenge to fight a duel, as was expected, Washington, upon mature reflection, finding he had been the aggressor, resolved to ask pardon of Mr. Payne on the morrow. Accordingly he met Mr. Payne the next day, and extended his hand in a friendly manner: "Mr. Payne," said he, "to err is nature; to rectify error is glory. I find I was wrong yesterday, but I wish to be right to-day. You had some satisfaction yesterday, and if you think that was sufficient, here is my hand, let us be friends." It is hardly necessary to state that ever afterwards they were so.

Would persons, who think it *honorable* to fight, be likely to approve of Gen. Washington's course, as given in the foregoing narrative?

Do you think it was creditable to so great a man as Gen. Washington, to ask forgiveness, as he did, after he had received an injury himself?

Manly to Resent; Godlike to Forgive.—A gentleman went to Sir Eardley Wilmot, at one time Lord Chief Justice of the Court of Common Pleas, and having stated to the Judge an injury he had received, asked him if he did not think it manly to resent it. "Yes," said Sir Eardley, "it would be *manly* to resent it, but it would be *Godlike* to forgive it!" This reply completely altered the feelings of the applicant.

Which is the *first feeling* with most people, to *resent* injuries, or to *forgive* them?
—From Mr. Cowdery's *Moral Lessons*.

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Persons who forward money for the Journal, will please state distinctly on what Volume it is to apply. It is hoped that those who have not paid for Vol. IV, will do it immediately.

THE
Ohio Journal of Education.

COLUMBUS, FEBRUARY, 1856.

Elementary Classical Study in the State:

A REPORT BY I. W. ANDREWS, PRESIDENT OF MARIETTA COLLEGE, READ AT THE ANNUAL MEETING OF THE OHIO STATE TEACHERS' ASSOCIATION, DECEMBER 27, 1855.

THERE have been three classes of schools for general education ; common schools, academies, and colleges. The common school was supported by the public funds, and the education it furnished was of the most elementary character. The academy, though sometimes open to young pupils, was, in general, designed for those somewhat advanced. After going as far as the teacher of the district school cared to take them, those desiring higher attainments, sought the academy, either to perfect themselves in the English branches, or to prepare themselves for college. The academy has been the Normal School to most of the successful teachers of the country. Thus in various ways, this middle class of schools has been of signal service to the general cause of education, and, as preparing students for college, has been greatly instrumental in sustaining the higher institutions.

This academical system still continues in most of the older States, and we may safely expect that it will not soon be abandoned. In some of the towns of New England, the academy has given place to the Public High School ; but there are many institutions of long standing and large endowments, which were never more prosperous than at present.

In our own State, this system had never been generally introduced. A few good schools of this character had been established, and some still remain. But the great favor with which the graded system of Public Schools has been received, and most justly, has prevented the establishment of new academies, and caused the suspension of some

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In our own State, this system had never been generally introduced. A few good schools of this character had been established, and some still remain. But the great favor with which the graded system of Public Schools has been received, and most justly, has prevented the establishment of new academies, and caused the suspension of some

already in operation. They have been superseded by the Union High Schools. It is not necessary to enter upon any eulogium of the graded system. If any principle may be regarded as settled with regard to popular education, it is this; that, so long as the State shall impose taxes for the education of its children, so long will a regard for the best educational interest of the young, as well as the wisest economy, demand the continuance of the graded system, wherever the compactness of the population will admit it. In most of our towns, these schools are now in successful operation.

One very important function of the academy was, to prepare students for college. But in Ohio, there are scarcely any academies; and how is this particular work to be performed? Of the students now connected with the colleges of the State, a majority were, without doubt, prepared in the preparatory departments of the colleges themselves. Why shall they not continue to perform this work? All the colleges of the State have such departments, and why not devolve upon each the duty of preparing its own students? To this course there are several objections.

It interferes with the real principle of classification, which lies at the basis of our graded system. The college proper undertakes to do a specific work. To do this most successfully, it should not be burdened with other duties. The oldest and most prosperous colleges in the older States, attempt no such additional work. They have no such preparatory departments connected with them, and our western colleges regard such departments, not as desirable in themselves; but, for the time being, as a necessity. If the proper facilities for this elementary work are not found in sufficient measure elsewhere, the colleges must furnish them. In doing it, however, they have always regard for their own prosperity as colleges, and rejoice in any prosperity that may attend their preparatory departments, because of its tendency to cause prosperity in the colleges themselves.

By thus bringing together pupils of great diversity of age, the matter of discipline is complicated. It becomes more difficult to adopt regulations to the various circumstances of the case. Without enlarging on this general topic, it is manifest to all who have any familiarity with the internal workings of a college, that there must be infelicities connected with the introduction into a college community, of a younger class who are not integral members of that community.

The expenses of a liberal education are increased, if the student must pursue his preparatory, as well as his collegiate studies, away

from home. For most young men the latter studies require absence from home; but, if possible, the former should be attended to where the student resides. In this way the expenses are less, and the child remains so much longer under the immediate influence of home. The study of the classics should be commenced at an early age, when parental counsel and watchfulness are of the utmost importance.

While, therefore, there may be a present necessity that preparatory departments should be attached to our colleges, let it not be forgotten that the necessity arises from the peculiarities of the case. So long as sufficient facilities are not furnished elsewhere, the colleges must furnish them; and so long as they continue the work, they must do it thoroughly.

If then the academies and private schools of the State are numerically insufficient for this department of educational labor, and if it is aside from the legitimate province of the college, we must turn to the Public Schools. Ought the classics to be taught in the Public Schools, and to an extent sufficient to prepare for college? Let it be remembered that the Public High School has taken the place of the academy, and it is natural that we should look to it to perform the work heretofore done by the other. And in the discussions which preceded the introduction of the present Union system, it was claimed, that the work of the private school and academy could be done better by the High School. And in this way, the coöperation of many was secured, whose children had derived but little advantage from the old district schools. There was a virtual pledge made, that all the advantages enjoyed under the former dispensations of academies, should be made good under the new, and that the advantages should be increased. To many parents, the classical privileges furnished by the academies and private schools, were the most highly prized of all, and they know not now how to dispense with them.

To the introduction of classical study into our Public Schools, two objections are made: first, that such study is of no utility, and second, that however useful, these schools are not the place for attending to it. The first is somewhat sweeping; that there is no benefit to be derived from the study of the ancient languages. I shall not stop to discuss it. Those who urge it would not be convinced by anything that could be said. Their entrenchments are not to be battered down by argument. Happily their number is not large.

The other objection is urged by a larger number. They think that a distinction should be made between the ancient languages and other

branches, and that those who wish for instruction in the former, should procure it for themselves. A few years since this objection would have had more force than it has now. Then, the schools supported by the public funds were restricted to instruction in the most elementary branches. The rudiments of the common English studies, Arithmetic, Grammar, and Geography, comprised, in the great majority of schools, the whole course of study. Now, in all our towns and villages, this is changed. Not only have pupils of different grades of attainment been separated into distinct schools, but the range of study has been greatly enlarged. The various branches of the Mathematics, both pure and mixed; the Natural Sciences; and all the higher English studies, including Logic and Metaphysics, have been introduced.

It devolves upon the objector, to show the difference between these studies and the classics. It devolves upon him to show why his own son should be allowed to pursue Logic and Trigonometry, while his neighbor's son may not study Virgil and the Greek Reader. No such difference can be pointed out. There is no peculiarity about the languages, that should lead to their exclusion, while the others are admitted. They are all means to an end. They are all studied for the aid they furnish in the development of the various mental faculties. They are all necessary to secure the highest culture. And, were any part to be thrown out of the school course, and left for the subsequent private acquisition of the pupil, multitudes of our most highly educated men would prefer to retain the classics, and exclude the higher English branches. For, while he who has been grounded in the former, will acquire the latter with comparative ease, one who has passed the school period without making a beginning in classical study, will be indisposed to commence it at a later period.

Shall we now, for the sake of consistency, give up these higher English studies; shall we abandon the ground already gained, and close our High Schools? Shall we decapitate this beautiful system, and leave it a headless trunk? Rather, shall we not make it more complete, by preparing it to perform, with the highest efficiency, all the functions of those schools which it has superseded? In theory, these are the only alternatives; strike out all the higher studies, or introduce the classics. In the smaller towns, however, some delay may reasonably enough be admitted. The number who desire to pursue classical study may be so small; and the expense of providing for it relatively so great, as to warrant the postponement, for a while, of its introduction.

In relation to our cities and larger towns, such reasons cannot be al-

leged. And we see no valid objection to the position, that to the Union High Schools we must look for the elementary classical training of our children. It seems to be their appropriate work. If they fail to do it, a portion of the community must either see their children deprived of the advantages which such study would impart, or be subjected to heavy expenses for their education, in addition to what they contribute for the Public Schools. It is hardly in accordance with strict justice to impose upon them this additional burden.

Among those who wish a collegiate education for their sons, will be found many who have been the most steady and efficient friends of the Union system. It is not wise to disappoint their expectations in regard to that province of this new system, or to compel them to make independent provision for the education of their own children. The continued countenance and coöperation of such men are too desirable to be relinquished. The Union system, in the hands of a narrow-minded, illiberal, ignorant Board, will have friction enough to make the office of Superintendent well-nigh intolerable. He needs the sympathy and support of the best and wisest of the whole community.

Though I have said thus much in answer to the objection, that the Public Schools are not the proper place for classical instruction, it is not because I have supposed this to be the general sentiment of the State. On the contrary, I have supposed the practice of the larger part of the High Schools to be in favor of such instruction; that while individual teachers, and portions, it may be, of every community, may have some doubts whether such branches should be taught, the opinion in favor of their introduction has greatly preponderated.

If such is the practice of most of the schools, and if the tendency is in this direction, what is the need of discussing the question? Because some schools have not introduced the study, and because in many which have, it does not receive that attention which its importance deserves. I have endeavored to show the Public High School, having taken the place of the academy, should do its work; should occupy the whole ground which that occupied. I have aimed to maintain the position, that there is no principle which will warrant the exclusion of the classics, while the higher English branches are admitted; that if excluded, injustice is done to many who contribute largely to the support of the system; and that the tendency of such continued exclusion will be, to diminish the active exertions of many whose coöperation is in the highest degree desirable.

It must not be forgotten that the present school system has been, for

the people of the State, an experiment. I may have had no doubt, as I certainly have had none, either of the correctness of the principle on which it is based, or of its final success; but some have thought differently, and it may be, think so still. In every town, the organization has met with some opposition. Nevertheless, it has triumphed. We have been feeling the pulse of the people, and have been moving on gradually. And nowhere is the Union System now in greater favor, nowhere does it promise to be more stable, than in those places where the changes have been least abrupt, and the improvement most gradual.

The introduction of any advanced studies, was, with many, a measure of doubtful propriety. Some very intelligent men, and warm friends of popular education, though fully in favor of the principle of gradation, are not yet convinced of the necessity of the High School department. Notwithstanding these exceptions, we think there can be no doubt as to the general feeling. The High School has been sanctioned by public sentiment. Next, comes the question of classical study. As already stated, in very many places it has already been introduced, and in others the question has been decided affirmatively, though the actual introduction may not yet have taken place. According to present indication, the practice will soon be universal.

As yet however, the question, to what extent shall such studies be pursued, has received but little attention. Whether Greek shall be taught as well as Latin, whether an adequate preparation for college shall be furnished, are still open questions in some schools where the prior question has been settled. And generally, the classical department has not yet received that attention or taken that place, which the best educational interests of the State require.

Let it not be supposed that any blame is imputed for this. Not at all. The progress of events has been very much as might have been expected. So great a work could hardly have been accomplished, without some temporary inconvenience. Within a very few years there has been great progress made, and in the right direction. In getting the present system into operation, in overcoming the obstacles placed in its way, in reducing it to shape, in giving it coherency and securing the harmonious working of its various departments, in filling vacancies in the corps of instructors, and in training teachers for their work, the superintendents and official guardians of the schools have performed an amount of labor quite sufficient to task all their energies. Everything has been done in its proper order. The right step has been taken at the right time. During this transition period, it could hardly have been

possible to prevent classical study, in the State generally, from suffering some depression. But now that the High School department has become a "fixed fact," and the various branches of a higher English education have been entered upon, and a "course" of study in them marked out, the time seems to have come for giving to the study of the classics more definite consideration, and to inquire how far instruction in them shall be carried.

The general principle already stated must here guide us. In the English studies, the High Schools of the State have gone beyond the old academies and private schools. There is no reason then, why in the classical department they should stop short of the point to which pupils were formerly carried. In most of the towns, the purpose seems to have been to furnish all necessary facilities for a complete education for young ladies; I say young ladies, because as they form a large proportion of those who finish the course, the arrangement of studies has been made with more special reference to their wants. There is no feature of the present system, possessing greater excellence than this; that it enables parents to educate their daughters *at home*. All the advantages of the best Seminary (or Female College, if you prefer the name,) can be enjoyed without relinquishing any of the delights of the home circle, or being deprived of parental guardianship.

While now all this is done for the daughter, shall not the son receive a preparation for college, if that is to be his destination? Does not this give the natural and proper limit between the school and the college? Any other line will necessarily be an uncertain and shifting one, and will prevent that uniformity in schools which is so desirable. To carry pupils beyond this in school, will be poor economy, as the number will be small. And the student in such case, no matter how thorough his teacher may be, must forego some of the advantages which he would enjoy in college. It is like a teacher in the Grammar School attempting to take one or two pupils through a portion of the High School course. The principle of classification requires that in the classical department, the High School should prepare for college, but not attempt to do more.

What we need then to make our State system complete, is a good classical department in the High Schools of all the more important places; at least one in every county: It should be made an integral part of the school, and not a mere appendix. Its course of study should be carefully arranged, and thoroughly carried out. Why should *not* the schools establish for themselves a reputation, so that when a

lad seeks admission to college, carrying a certificate that he has completed the preparatory course, it shall be deemed good evidence that he can pass successfully the most searching examination? The requisitions of the colleges of the State should be carefully studied by the Superintendent, and he should seek to comply with them as rigidly as he requires the various teachers in his own corps, to adhere to their prescribed course. This implies not only a thorough training in what is required, but also the leaving untouched those which are to be prosecuted in college. At first view, it may appear an advantage to have gained some acquaintance with the branches of the collegiate course before entering college; but all experience is against it. It is found by actual trial, that the chances for attaining high scholarship, are the greatest, where the student is thoroughly master of the preparatory studies, but has not anticipated those of the college course. And then in nine cases out of ten, if these studies are anticipated, it is at the expense of those required for entrance. The greatest hindrance to high scholarship in our western colleges, is to be found in the desultory manner in which the preparatory studies have been prosecuted. While nearly every student has anticipated some things, he has either not studied at all, or very imperfectly, some that he should know thoroughly. The temptation on the part of the preparatory student, to study some of the advanced English branches, is very great; and perhaps the teacher may wish also to have such a one in these classes, for the sake of his influence upon others. But in the vast majority of cases, it is a positive injury to the student himself.

And this leads me to notice an objection, which should perhaps have been alluded to before; a particular phase of the objection to attending to such studies in the Public Schools. There is an impression on the minds of some, that those who study Latin and Greek, do it as *additional* to the other branches; that they receive from the school all the benefit in other respects which others do, and this besides. Thus they form a privileged class. Such objectors regard the classical department as an additional story to the edifice. That in some schools the practice has been such as to lead to this impression, can not be denied; but, as has been already said, the practice is wrong, and therefore the objection based upon it, is unsupported. The lad who is studying the Latin and Greek, with the purpose of entering college, ought not to be attending to the advanced English branches also. He ought to spend no more time in the High School than the mere English scholar, and, in-

deed, not so much. A High School course embraces at least four years of study. The classical scholar, devoting himself wholly to the Latin and Greek, with a review of the Arithmetic, Grammar and Geography, should be well prepared for college in three years. So far as time is concerned, he really gets *less*, rather than *more*, of his due proportion of the advantages of the school. The classical department, considered as preparatory to college, is not divided from the English by a *horizontal* line, the English below, and the other above, the latter to be reached only through the former; but by a *vertical* line. It is not an additional *story* to the main edifice, but rather a *wing*.

There is another suggestion which seems pertinent to the case. It is not enough that ample provision should be made for a full preparatory classical course, and that those who enter upon it should be thoroughly instructed. The *influence* of the school should be favorable to such study. The teacher has it in his power to determine the question of a liberal education in very many cases. A word from him may secure it, or prevent it. In many communities, the tendencies are not at all collegeward. The avenues of business are widely open, and they present many attractions. Prejudices against the classics may have taken root, and the lad who would enter upon the study, may have many obstacles to encounter. He needs encouragement, and the teacher can furnish it more effectually than any other. And, in innumerable instances, he can excite the desire, where it had not before existed; he can remove imagined difficulties; he can disarm prejudices. Nor is it necessary that a full decision should be made to seek a liberal education, before making a beginning. If the study should be entered upon, and after a while relinquished, the impression is prevalent that the time would be lost. By no means. In no way can the mind of the pupil receive more benefit than in the effort to gain a knowledge of the ancient languages. I would have every lad commence the study, in respect to where there was the remotest probability of securing a full course. If he studies but six months, the time so far from being wasted, would be well-spent. If the other course is adopted, of leaving the classics until he shall have fully decided to secure a liberal education, the result will often be, either all study is soon abandoned, or years after he enters upon the work, finding that these years have been virtually wasted, many a young man takes up the Latin Grammar at the age of twenty or upwards, who might just as well had done it at twelve or fourteen. And the memorizing of the forms, which is the first great work in the study, can be done far more easily in early youth

than in manhood. To an adult, these grammatical paradigms seem childish as well as difficult. He prefers to use his reason rather than his memory, while the young scholar learns his nouns and verbs as he does his multiplication table.

I have considered classical study more especially as connected with a collegiate course. But it should find place in our High Schools, that our daughters may pursue it as well as our sons. It was no part of my purpose to discuss the general question of the utility of classical study. And I cannot stay to point out the advantages of such study to young ladies. It is enough to say, that in all our best Female Seminaries, the Latin has a prominent place. In some, it is required of all the pupils, and in others, all are encouraged to study it. In the Eastern academies, it is common to find young ladies composing a majority of a large Latin class. In the judgment of our best teachers, it is indispensable to a finished education. With a good classical department, our High Schools could be made equal to the best Female Seminaries.

This is now our greatest want. Here is the only blemish in our great State system, and the time has come for wiping it off. With other facilities that have been so well provided, the systematic and thorough training of the lower schools, our children are ready at an early age to enter upon classical study. Establish such a department, make it an integral part of the schools, let the whole influence of the teachers be favorable to it, and we may challenge the world for circumstances more favorable to liberal study; whether we regard the number of those who would seek it, or the completeness of the preparation with which they would enter upon it.

The Female College.

We design in this article to discuss *names* rather than things. Among the educational enterprises of the Western States, Female Colleges already hold a conspicuous place. But there is novelty in the name; and the stranger, having never heard it mentioned in other lands, would naturally ask, What is the rank which they occupy among other institutions? New England has her common or primary schools, her academies and her colleges. Her so-called universities are distinguishable from the colleges only in name, and we may therefore

assume three grades only in the institutions for general or disciplinary education at the East. The student advances from the primary school to the academy, and thence graduates to the college. A corresponding series is found in the system of graded schools now established in our cities, although bearing different names.

Returning, we find a system of schools in Ohio and other Western States apparently different. We have the public school and the college, but not the academy. Our youth pass from the former to the college direct,—a significant fact which must not be overlooked in our efforts for the advancement of education. This state of things imposes a heavy burden upon our so-called colleges, depressing in its influence, tending either to render them mixed institutions—colleges but in part—or to limit their prerogative to that of the academy alone. The former alternative is generally chosen, and hence the “preparatory department,” that is, the academic, forms a distinguishing feature in the colleges of the West, both male and female. This is an evil, operating to weaken the hands of the faculty by extending their course of instruction over too wide a field. The obvious result and remedy will be, that a portion of these colleges will at length assume the position of the academy alone, while others shall sternly reject every candidate for admission who has not already attained the academic course. That time will come.

But the colleges of the Eastern States are for males alone, while females are there educated only in academies and seminaries. Do we hence infer that our young women possess superior advantages, and congratulate ourselves as having more liberal views of female education? We should beware of such a conclusion, lest we find that we have been deceived by mere names.

The establishment of Female Colleges among us, has created an exigency in regard to names and titles, to which we would respectfully ask the attention of philologists. Admitting that a collegiate course should occupy four years for its completion, and that she who successfully accomplishes it should be honored with a degree under some appropriate title, we find ourselves hitherto in an awkward dilemma. As the time-honored titles of Freshman, Sophomore and Bachelor are objectionable, and admit of no grammatical change which will suit them to our use, they have been necessarily discarded in these institutions, and no substitutes as yet adopted. Is it fit that those fair classes shall be nameless, or mentioned only by circumlocution, and these graduates untitled?

For ourselves meanwhile, in this institution, (Ohio Female College : see circular, 1854-5,) we have, for present convenience, devised a nomenclature which we conceive to be as simple and unobjectionable as any new terms may be. We beg leave to suggest these names to the consideration of our coadjutors in the cause of female education, asking either for their approval and adoption, or their own suggestion of another and better system, worthy of a general adoption.

Members of the first college year are denominated *Janitors*, having just entered the temple of science, but as yet remaining, as it were, near the vestibule.

Members of the second year, *Templars*, having at length been fairly introduced. Of the third and fourth years, Juniors and Seniors.

The first degree is entitled the *Baccalaureate*, or Laureate of *Arts* (L. A.) The second, conferred after a superadded course of *two* years, is the *Crown Laureate*, or Laureate of Literature (L. L.)

COLLEGE HILL, Jan. 1856.

A. W.

No Schools Pay.

The real question, after all, with a large class of the tax-payers of the State, is not whether a liberal system of free schools will make society wiser or *better*, but will it make *us richer*; in other words, "*will it pay?*" This must be the fulcrum point of every enterprise; upon this "rock" every cause must rest; the inquiry, *cui lucro*, not *cui bono*, the "Sesame," which alone can open the door of knowledge alike to the son of the "wood-cutter" and the child of wealth.

Nor is the class of persons alluded to, as limited as many imagine. However it may be disguised, the *secret* of the opposition, which threatens, at the present time, some of the *vital* features of our school system, is traceable to this cause alone. *Schools do not pay*, is the murmur which becomes audible and potent in the deliberations of the General Assembly. It is not because Township Boards of Education, the office of School Commissioner, or nucleus District Libraries *mar* or are useless appendages to the system, that they are menaced, but because they give vitality and efficiency to it. Were the conviction universal that money paid for the maintenance of schools returns as

high a *per centum* as stock in banks or railroads, popular education would not need promoters, nor free schools assiduous advocates.

However humbling this mercenary view of the culture of the human soul, we, as educators, must meet it. The future of our educational system demands it. Nor need we marvel, that men accustomed to look at every subject through the medium of money, should press this inquiry here. For on no subject is the public mind more unsettled than upon the first principles of political economy—the sources of wealth, the relation of labor to capital, and especially *moral to productive* industry.

Commencing with these principles, my object, in the present article, is to look at the subject of popular education from the *dollar standpoint*.

Wealth, national or individual, consists of objects, directly or indirectly capable of gratifying human desires. As conditions of wealth then, there must be, first, desires demanding gratification, and secondly, objects adapted to such an end. Further, the first of these conditions is the *basis* of the second; for, *without* desire there can be no objects of desire, and *with* desire such objects can not long be wanting. Desire is, in a sense, creative of its objects of gratification.

The term wealth, however, is generally limited to those objects which have been adapted to man's wants by human skill and labor, and consequently have an exchangeable value. Objects *directly* capable of gratifying desire, are such as have been thus modified. Objects upon which human labor is to be exerted, or by means of which it is to be exerted, are *indirectly* thus capable. The first we call *product*, or circulating capital; the latter, fixed capital.

This being admitted, it must be evident that *any cause* which increases the number and perfection of man's desires, or the number and perfection of their corresponding objects of gratification, must be *productive* of wealth.

In the light of this principle, let us briefly examine the leading departments of human industry.

The farmer prepares the soil, casts into it the seed, and by the aid of dew, sunshine and shower, transforms the elementary substances of earth and air into granaries of corn, and hence, is a wealth *producer*. The mechanic takes the raw material, the iron and copper of the mines, the trees of the forest, the marble of the quarry, and adapts them, by *change of form*, to the wants of man, and hence, like the farmer, is a *producer*. The merchant takes the products of the farmer and

mechanic, and brings them within reach of desire, imparts to them a real value, the value of place, and is also a producer. The idea is often advanced that the commercial man adds nothing to the wealth of a nation, since he adds no value to objects of desire. It is true that he does not change the form of things, but a change *in form* is not the *only* method of conferring value upon things. An object, however perfect in its adaptation to gratify desire, is valueless unless it can be appropriated to that end. Does not the shipmaster, who transports a cargo of wheat from Odessa to Liverpool, confer as real a value upon the Englishman's bread as the Russian serf, whose sickle gathered it in sheaves? Commerce, then, creates a value by changing the place of things. Many nations have been enriched by its productions. It has been and is to be a great *producer*.

Agriculture, manufactures and commerce have been called "the grand *trio* of productive pursuits." The above analysis shows, however, that they relate exclusively to the second and *subordinate* source of wealth. They create no desires, simply minister to those already existing, and this too in a manner wholly *dependent* upon some other department of industry.

We are now prepared to ask the question: what is the relation of *moral industry*—and by this term is meant every form of labor which relates to the culture and elevation of the human soul—to wealth and the "productive arts?" Or the more specific inquiry: "*Do schools pay?*" In answer to this question I affirm that *wealth is the child of education*.

In support of this proposition I aver, first, that education creates or awakens in man *most of those desires* which constitute the source of wealth.

Man does not desire that of which he is ignorant. We must first know that an object contains certain qualities, and that these qualities are *desirable*, ere a desire for the same can exist. In a state of barbarism man's wants are consequently few, rarely going beyond the demands of hunger. Of what *value* would the jewels and wealth of a queen be to a Hottentot or Australian? For this reason *ignorance* and *wealth* are strangers. Property is almost unknown among savage tribes. Civilization, intelligence, *culture*, in its widest sense, alone foster and create it. Under their guidance the desires of man "take the wings of the morning and dwell in the uttermost parts of the sea."

I state, secondly, that education not only awakens desires, *but it multiplies facilities for their gratification*.

Agriculture, manufactures and commerce, as we have seen, produce and distribute the material objects of man's comfort. But they are impotent without the aid and guidance of science and knowledge. What would commerce be without science? What the mechanic arts? What is industry in any form without knowledge? Even agriculture, the simplest form of labor, entirely disappears.

With every advance of man's wants, there has been a corresponding progress in the means of meeting them, until steamboats and railroads, the magnetic telegraph and the printing press, and improvements in agriculture and manufactures, by the introduction of labor-saving machinery and the magic of various chemical arts, have lengthened his arm to the utmost sweep of the wing of desire—even "to the ends of the earth," and poured into his lap treasures far exceeding the long sought riches of Alchemy. "But how came society," one has well asked, "in possession of steamboats and railways, and locomotives and telegraphs?" Do you answer, they are the results of *practical* science? What is practical science but *abstract* science applied? Back of all this will be found "the schools and the schoolmaster," the student and the laboratory.

The only question which remains to be settled is this: May not all these blessings result from the education of *the few*?

If such are the results of the education of *the few*, how inconceivably more rapid would be the progress of invention were knowledge *universally* diffused. Instead of one Watt, one Fulton, one Morse and one Whitney, we should have scores of such inventors. But inventors alone cannot enrich society. Their inventions must be applied, and who can do this but *the many*? Unless "operators" are educated men, how comparatively meagre the result. One great object of labor is to force from nature her latent resources. In the hands of educated men the very dust sparkles with gold! In a word, educated labor is the true alchemist of wealth.

In conclusion, what are the facts, "for facts are stubborn things," bearing upon this great question?

On the occasion of the death of Abbott Lawrence, the Hon. Edward Everett, in a public address, in Faneuil Hall, used this emphatic language: "There is *another* cause to which she (New England) owes still more, than to *any thing* that begins and ends in material influences, *the cause of education*. Of this, also, Mr. Lawrence was an efficient friend." How significant these words!

Were all the school houses in New England converted into store-

houses, they would by no means contain the bushels of grain, the rolls of cotton and woolen, the boxes of boots, bonnets, hats and paper, the horses, cattle, sheep and hogs, the cars, engines and locomotives, which her common schools produce, indirectly, annually.

Men of ample means and observation see this, and hence, no where are schools more liberally and freely supported than in the *moneyed* city of Boston. Even Western speculators act upon this principle. The rise of real estate incident to the founding of schools and churches is well understood, and hence, many a liberal donation for the erection of churches, even from the enemies of the spirit of religion, testifies that, *practically* at least, "Godliness is great gain."

Wrote Amos Lawrence to his brother Abbott, relative to the donation of \$50,000 to Harvard College: "*It is a better investment than any one you have ever made.*"

How foolish and suicidal then, to the business man, is this opposition to a liberal system of free schools. The school-tax of this State is like guano scattered liberally upon the fields of the farmer. It adds to the value of every broad acre. In the language of the able inaugural of Governor Chase: *Universal education is our cheapest defense and surest safeguard and most enduring wealth.*

CLEVELAND, Jan. 1856.

E. E. W.

Home Education.

Some two years ago, Rev. Warden Burton, of Boston, who is devoting himself to the cause of domestic education, proposed, through newspapers and circulars, to the people of his own State, that there should be meetings during the more leisure season, to discuss questions appertaining to family discipline, and to the relation of the home to the school. In places, the measure was adopted with very gratifying results. Besides customary speakers, others made effective addresses who had never spoken in public before, and latent talent was unexpectedly brought out. The young manifested peculiar interest and were stimulated to new efforts for improvement. The relation of the home to the school, and of the school to the community, was better understood, and the cause of public education was advanced. Ladies sent

in communications both instructive and entertaining, to be read on the occasions, showing that through similar opportunity, female talent in every town might be elicited, and put to noble use.

Now that the long evenings have again come, why shall not this most useful movement be carried, at once, widely beyond the State where it started? Anxious parents, earnest teachers, public-spirited men and women! think, confer, coöperate, persevere, and it is done. A few topics for consideration are subjoined as a specimen, and possibly to save time at first in seeking; numerous others will doubtless occur in the course of procedure.

The following are some of the questions for discussion proposed by Mr. Burton:

1. What combined movement of neighborhood or town could be entered on for the improvement of schools, and especially to affect a reform in the morals and manners of the young?

2. How much should parents depend on school teachers to correct the bad dispositions and habits of their children? and how far are teachers justly responsible for the conduct of their pupils out of school?

3. How early should a child be made to obey the parent; and how shall reverence be induced and authority maintained without that fear on the one part and coldness and distance on the other, which formerly prevailed?

4. At what age and in what manner should the first religious impressions be made? and how should spiritual culture be continued?

5. What is the best method of cultivating a spirit of active good-doing and of self-sacrifice in behalf of others? and to what degree does such a disposition promote the happiness of the possessor?

6. There are about thirty thousand persons imprisoned in the United States for real or supposed crime; in what way, and how far does such crime originate in the early home? What can and ought each community to do toward prevention?

7. What effect has much of the light reading of the present day on the character of the young? and what is to be done with reference thereto?

8. How can it best be ascertained for what occupation in life a boy has the most natural fitness? and should any difference be made in the previous education at home or school with reference to this?

9. Should not children be early trained to work with their hands for the sake, at least, of forming a useful habit, whatever the condition of the parents as to wealth?

10. How do luxuries for the palate, together with the irregular use of them, affect the health of children? What is the influence on the moral character?

11. What is the cause of the early decay of female health in this country? and what is the remedy?

12. Would not a sanitary investigation and a report by a committee be of great service in every town, by making known existing and possible causes of sickness, especially those appertaining to the location and other material conditions of dwellings?

Practical Phonetics.

THE PHONETIC ALPHABET.

LONG VOWELS.						SHADE VOWELS												
Ɛ a, eel,	Ɔ a, ale,	Ɔ q, arm,	Θ e, all	Ω o, oak,	Ω u; ooze;	Ɛ e, earth,	Ɔ a; air.											
SHORT VOWELS.																		
I i, it,	E e, ell,	A a, am,	O o, on,	U u, up,	W u; foot;	Ɔ a; ask;												
DIPHTHONGS.				CONSONANTS														
Ɔ i, by,	Ɔ σ, boy,	Ɔ τ, bow,	Ɔ u; new,	Ɔ e, etch,	Ɔ t, bath,	Ɔ d, bathe,	Ɔ f, marsh,	Ɔ g, rouge,	Ɔ p; sing.									
b,	d,	f,	g,	h,	j,	i,	k,	l,	m,	n,	p,	r,	s,	t,	v,	w,	y,	z.
as usually employed.																		

FIKSƏON OV ƆE IWGLIS ƆREOGRAFI.

Hwen Ɔe era ov printip had arjvd it woz hqrd tu spel diferentli on Ɔe sām paj. Printerz jurnimen sōn fənd Ɔat it woz veri trublsom tu folo Ɔe manyuskript leter bj leter; it woz ezier tu remember wun fərm, er nerli wun fərm ov spelip a wurd, and tu pik up Ɔe tps bj memori. Printerz redierz enkurajd yunifermity fer Ɔe byti ov Ɔe paj, and sumtɪp lɪk a defɪnit sistem ov spelip gradyuəli wurkt its wa intʉ printed buks, printed buks, obzerv, not manyuskripts. It iz a veri grat mistak tu konfənd Ɔe tʉ, and unles buks qv professedli printed literatim from Ɔe Ɔoriz manyuskript Ɔa qv nʉ prʉf hwotever ov Ɔe stɪl ov spelip hwiq he advokated. It iz nesəsari, hsever, tu bəv in mjnd Ɔat Ɔe trʉ refermerz ov Ɔr Ingliʃ spelip, Ɔe trʉ sʉrs hwens we kan tras Ɔr prezert aproq tu yunifermity, wɪd diferensez not aməntɪp tu muq mʉr Ɔan wun wurd in siksti, must be lukt fer in Ɔe Printerz Redip Rʉm. Ov kʉrs Ɔe printerz redierz, Ɔʉ at fərst literari men, kud not be konsiderd in realiti tu be ov muq wat az literari Ɔoritiz. Ɔa wʉr glad Ɔemselvz tu adopt sum aknoledj Ɔoriti hwen Ɔa kud fɪnd it. Ɔe aj ov leksikografi kam, and Ɔe printerz redier klup tu hiz dikʃonari as a ʃet apkor.

DR PREZENT ORTOGRAFI A SĖNTIFIK FĖLYUR.

De Ingliš langwāj iz reprezentēd bj a seriez ov sijnz, hwiġ oriġinali dēdust from Fonetik konsiderājonz, q̄r n̄s totali inadekwat tū reprezent dē s̄ndz uterd, and it mā be aserted wid p̄fekt trōd, dat nō Inglišman kan be s̄r h̄s tū prōn̄s a wurd hwiġ he haz ōnli sen and never h̄rd, or h̄s tū r̄jt a wurd he haz ōnli h̄rd and never sen on paper. It iz trō he mā aproksimat bōd tū dē s̄nd and tū dē f̄rm, and dē mōr he haz red and ritn dē mōr klōs wil hiz aproksimājon be, and he mā evn hit upon dē agzakt s̄nd or f̄rm but it must nesesarili be ges wurk, f̄r d̄r iz absolūtli nō ḡdij prinsipl hwotever.

N̄s it rekw̄rjz but a br̄f konsiderājon tū kondem d̄is stat ov t̄ipz, hwiġ iz muġ wurs d̄an dē Ģinez, bekez, in dē Ģinez karakterz d̄r iz sō muġ plan and sistem dat hwen dē radikalz q̄r n̄n, sum konsepsjon ov dē t̄et intended bj dē komplet s̄jn kan be f̄rmd, hwaraz, hwen dē alfabet iz n̄n, nō proper konsepsjon kan be f̄rmd ov dē s̄nd ov dē wurd reprezentēd. We must d̄arf̄or kondem dē prezent Ingliš ertogradi az not fulfilij dē purpusez f̄r hwiġ spelij woz invented, hw̄l at dē s̄m t̄jm, it duz not fulfil dē purpus hwiġ d̄oz h̄o wud prez̄rv it t̄ipk it s̄ted, — it duz not s̄o dē meniġ or oriġin ov dē wurd, and d̄us led tū dē konsepsjon ov dē t̄et instēd ov dē konsepsjon ov dē s̄nd. W̄r ̄r ertogradi, den, a s̄jentifik inven̄jon, (instēd ov an historik grōd,) it must be kondemd az a s̄jentifik f̄alyur.

Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION.—The local directors of sub-district No. 9 in Springfield township, Hamilton county, included in their annual report of the number of youth of school age residing in their sub-district, seventy children belonging to the "City Infirmary of Cincinnati," which is located in said sub-district, and outside of the corporate limits of said city; and because the children belonging to said Infirmary were thus enumerated, the board of directors of said Infirmary requested the local directors of said sub-district to establish a school for the instruction of said children.

The questions submitted are, whether the local directors as aforesaid are authorized by the general school law of the State, to include in their annual enumeration of youth, the children or youth of school age sent by the city of Cincinnati to said Infirmary, and whether they have any power to establish a school therein as requested.

ANSWER.—To both of the foregoing questions a negative answer seems to be warranted by the provisions of the School Law, and by the enactments pertaining to the establishment, maintenance and government of said Infirmary, as well as by the decisions and adjudications of analogous cases arising under similar laws in other States.

In Sec. 8 of the general school law of this State, local directors of sub-districts are authorized to include in their annual enumeration, "all the unmarried white and colored youth, noting them separately, between the ages of five and twenty-one years, resident within their respective sub-districts, and not temporarily there."

The question who shall, and who shall not, be enumerated, depends upon the interpretation or construction of the term "resident," and the meaning of the phrase "temporarily there," etc.

It has been decided by the courts that a person can not gain a *residence* in a place unless he goes there *with the intention of remaining*.

Hence it has been held by the highest legal tribunal in the State of New York, under a provision in the school law of that State similar to the one above quoted, that students of universities and colleges, children attending academies and private schools, or boarding in sub-districts for the sole purpose of attending school, can not legally be included in the annual report of the enumeration of youth of the sub-districts in which such institutions or schools are situated, or in which such children board for the purpose of attending school, unless their parents, guardians, or employers, do also reside in such sub-districts. The general rule on this subject is, that the residence of the parent or guardian is also the residence of the child or ward. There are a few cases which appear, at first view, to be exceptions to the rule just mentioned. It has been decided, for instance, that a boy might be enumerated in the school district in which his employer resided, although his father was a resident of another district, provided the boy was not a mere boarder, but actually lived with said employer as a member of his family, and worked on his farm like his own children. The exception to the rule, that the residence of the parent is the residence—for school purposes—of the child, is this, viz: that children *hired* to labor and service in the family of an inhabitant of the district and regarded and treated as *part of the family* of such inhabitants and not as mere *temporary boarders*, may legally be included in the enumeration of said district, and rightfully claim the privilege of attending its school.

To constitute children residents of sub-districts for school purposes, does not require as much as it would to entitle their parents or guardians to a legal settlement, or to the privileges of the elective franchise.

It has been held, for example, that if a man is employed in a school district in taking care of a mill from fall till spring, his children may be enumerated in the district and attend its school. If a person who is not an inhabitant of some other district in the State, resides *temporarily* in a given district, all the members of his family of school age may be enumerated and attend school in the district; for the obvious reason that they can not legally be enumerated and attend school in any other school district.

On this particular point, the established rule is, that the annual reports of local directors of sub-districts may legally include all children over five and under twenty-one years of age, who are *actually* in the sub-districts, composing a part of the family of their parents, guardians or employers, although the residence of such parents, guardians or employers, be *temporary*, provided always, however, that such children can not legally be enumerated elsewhere, and provided also that their parents, guardians, etc., are actual residents of the State, and not mere transient persons stopping for a few weeks or months at some particular place, for a mere temporary purpose.

Hence it has been held that the children of those working upon canals and railroads, stopping a few weeks in one school district, and then moving forward into another, as the work on said canals or railroads progressed, could not legally be enumerated in the school districts in which they chanced to be when the enumeration was taken, or claim the privilege of attending the common schools in any of the districts where they happened to tarry for a short time.

In such cases, however, the proper school officers may in their discretion, permit them to enter the schools under their charge.

Students of colleges, academies, boarding schools, etc., can not be enumerated in the districts in which such institutions are situated, for the obvious reason

that they can be enumerated in the districts where their parents or guardians reside, as they are sent from home for a *temporary* purpose.

School districts are generally formed with a view to the accommodation of the inhabitants residing *permanently* within them, and with a regard to the number of children who may be conveniently instructed in the schools, as well as with reference to such increase as in the ordinary progress of settlement may reasonably be anticipated.

To allow students of colleges and academies, or the inmates of County or City Infirmaries, or the children of transient persons, to be enumerated in the sub-districts in which such institutions are established, or where such transient persons are sojourning, might cause the schools to become so crowded as seriously to prejudice the interests of the permanent inhabitants, and, indeed, for all practical purposes, work a disorganization of such districts for the time being. A construction of the law which leads to such consequences, would certainly not consist with its intention.

Let us now make an application of the above principles to the case under consideration.

By an act of the general assembly of Ohio, passed March 19th, 1849, the city council of Cincinnati were authorized to establish the Infirmary in question, for the accommodation of the poor of said city, to purchase for its accommodation such lot or tract of land, within the county of Hamilton, as they might judge necessary, to erect suitable buildings thereon for its accommodation, to confide its management, and government, under such rules and regulations as the said council might prescribe, to a board of three directors to be elected by the qualified voters of said city, and to determine the conditions upon which any of the poor of said city might be removed to, or discharged from, said Infirmary.

Hence it is manifest that said Infirmary is as much under the control and management of said city council, and its inmates of school age as legally entitled to be enumerated in said city, as if said Infirmary were located within its corporate limits. They are sent there for a *temporary* purpose, by the proper authorities of the city, and may be recalled or discharged at any time.

They are as much the residents of said city, as the students of colleges, academies and boarding schools, are residents of the school districts in which their parents reside.

In other States, and under provisions in their school laws similar to the one contained in Sec. 8 of the school law of this State, it has been repeatedly decided that children in county poor-houses can not be legally enumerated in the school districts in which such houses are situated, unless their parents or guardians reside in such districts also.

In the case of *Millcreek tp. v. Miami tp.*, 10 Ohio Rep., 375 and 377, it was held, that where a pauper was sent by a township to the hospital in Cincinnati, and kept there for thirteen months, at the expense of the township, he gained a settlement in the township sending him to the hospital, as, in contemplation of law, his residence was in the township while receiving *temporary* treatment at the hospital. It was also held, that he gained no settlement in Cincinnati; because he was there by the procurement of the township, and at its expense, nor for the purpose of gaining a *residence* or *legal settlement*, but for that of sustenance.

So it is with the inmates of said Infirmary; they are there by the procurement of the city of Cincinnati, not for the purpose of gaining a *residence* or *legal settlement*, but for the purpose of *economy, health* and sustenance for the time being. In contemplation of law, they are still residents of Cincinnati, and can not legally be enumerated elsewhere.

H. H. BARNEY,
Commissioner of Common Schools.

Valdictory.

In taking leave of the readers of Educational Papers with whom the undersigned has been connected for nearly ten years, the mind naturally reverts to the history of the papers through whose monthly issues he has been accustomed to address them.

On the first of July 1846, the first number of the "Ohio School Journal" was published: this work, issued monthly in octavo form, was continued till the close of 1849, when it was united with the "School Friend," published by W. B. Smith & Co., in Cincinnati, then in its fourth volume: this was continued till the close of the fifth volume in Sept., 1851, under the editorial charge of Messrs. H. H. Barney, C. Knowlton, and the undersigned.

In Jan. 1851 the "Public School Advocate and High School Magazine" was commenced: this was an octavo of 16 pages, one half of which was edited by the undersigned, the other by the Pupils of the Public High School of Columbus. It was continued only one year.

In 1852 the "Ohio Journal of Education" was established, and its management entrusted to the subscriber as Resident Editor.

Of each of the four volumes of the Ohio School Journal, an edition of from 1500 to 4000 copies was printed; the circulation of the School Friend was between 3000 and 4000 copies; of the Public School Advocate 1000 copies were printed; of the Journal of Education vol. first, 3000 were printed, and since that, the edition has numbered 4,500.

The character and influence of the Journal are too well known to need comment here. In regard to the usefulness and influence of the Journals above named which preceded it, it would not be proper for us to speak: it is pleasant to remember that in every town or city where any number of copies of them were taken, good Public Schools are now, and have for some time been, in successful operation; and in counties where several of the Teachers of district schools were subscribers, Teachers' Institutes have been frequently and well sustained, and the Teachers and Schools have greatly improved. On the other hand there are several towns of considerable size which were not reached by any of these pioneer works, in which the schools are to this day scarcely, if it all, better than they were ten years since.

In closing our editorial connection with the Journal we assure all its friends that our interest in the cause to which it is devoted, is not in the least diminished; and we most heartily rejoice that the day has

come, when by the united action of the State Association, a competent Editor has been secured, whose time and energies can be devoted to its interests, instead of being mainly occupied in other and sufficiently exhausting labors. All who have any regard for its prosperity, are earnestly requested to do their utmost, to increase its circulation and enlarge the sphere of its usefulness.

A. D. LORD.

CORRESPONDENCE.

CINCINNATI, Dec. 29, 1855.

Rev. A. SMYTH —

Dear Sir: At a meeting of the Executive Committee of the Ohio State Teachers' Association, held yesterday morning, in the Neil House, Columbus; it was unanimously resolved, that the place of Agent and Editor of the "Journal of Education," for the ensuing year, be offered for your acceptance.

In communicating to you this resolution, which I take great pleasure in doing, suffer me to express the conviction, which is that of the whole Committee, that you are eminently qualified for the important and responsible position, and that you possess our entire confidence.

Earnestly hoping you will be enabled to return a favorable answer to our proposal, I subscribe myself, with highest respect,

Your obed't servant,

JOHN HANCOCK, *Chairman Com.*

TOLEDO, Jan. 8, 1856.

JOHN HANCOCK, Esq.,

Chairman Ex. Com. O. S. T. A. —

Dear Sir: My appointment to the editorial chair of the *Ohio Journal of Education*, was entirely unexpected; and as it involved questions of much interest to me and to others, I have taken time to consider well whether to accept or decline the office. I have given to the subject most careful and serious attention; have consulted friends here and elsewhere; have received letters from gentlemen in various parts of the State; and in making up my opinion and determination, have acted, I trust, from convictions of duty.

It is no affected humility that prompts me to say, that I have experi-

enced many fears that I should not be able to meet the demands of the position to which you call me. I have feared that many gentlemen in our Association over-estimate my qualifications for the office. I have feared that I should forfeit whatever of confidence may now be reposed in me by the friends of education ; for error and weakness are nowhere so exposed, so apparent and transparent, as in the editor's chair. And more seriously have I feared, lest those great interests which should be entrusted to my guardianship, might suffer through my want of higher qualifications. The demands of the position are high and sacred ; for education is not the cause of man alone, but also of God ; the interests involved are not such as relate exclusively to time, but they reach forth to the endless future ; and the influences exerted will be as enduring as the immortal soul.

These considerations have led me to hesitate in regard to accepting the post offered. But my *hopes* in the matter have outweighed my *fears* ; and I hereby signify my *acceptance*. I am led to this decision by the belief that, on many accounts, the office is a desirable one ; that if I succeed, I shall be in a position both honorable and useful ; and I have received so many assurances of sympathy and assistance in the discharge of my duties, that I *strongly hope* to be able to meet the *just and reasonable* expectations of those who are most interested in this matter. I make no promises—offer no pledges—further than to say, that if “there is nothing impossible to him that *wills*,” I shall not fail ; for *what I can, I shall !*

You may expect me to edit the February number of the *Journal* ; but as I have much to do in closing up my official and personal business here, I cannot promise its appearance before the middle of the month. When it is remembered that the office I am to assume is one in which I have had but very little experience, that many of its duties will be new and strange to me, that with many private cares and responsibilities upon me, I so suddenly make my home among strangers, I am confident that you will be indulgent in regard to all shortcomings and imperfections.

Permit me to say that I shall greatly rely on you, Sir, and the other members of the *Executive Committee*, especially on Dr. Lord, for advice and direction in all questions of doubt and difficulty.

Truly yours, A. SMYTH.

EDITORIAL.

Prolegomena.

If any of the younger portion of our readers are in doubt as to the meaning of the rather high-sounding word which we place at the head of this article, and if they have not given heed to the kind-hearted gentlemen of Springfield and Boston, who so often admonish us to "*Get the Best*," it becomes our duty to explain.

We have read, somewhere, of a preacher who began his sermon on this wise: "My hearers, I wish to make a few remarks before I begin to speak." What he meant by this was, that he wished to make some remarks preliminary to introducing the main theme of his discourse. And that is just what *Prolegomena* signifies; *it is what one says before he begins to speak.*

In commencing the duties of principal Editor of the *Journal of Education*, custom and propriety demand that we publicly indicate the course which we intend to pursue, and the principles by which our official acts will be governed. We deeply regret the necessity of making this exposition at a single sitting; not that it will thus be made too brief, but too crude and indefinite. But February has come, the composers are waiting, the *Journal* is due, and we must hasten.

Every day the conviction is deepening in the minds of the intelligent, that the facilities for popular education should be increased and improved. To this conviction, daily utterance is given by pen and tongue, by press and pulpit. Our Governors proclaim it in their messages, and all friends of free institutions, all patriotic, philanthropic, wise, and good citizens, respond with acclamation.

In respect to this wide-spread enthusiasm for good public schools, OHIO is second to no State in all our land. After long endurance of ill-digested and contradictory legislation,—after long endurance of as miserable schools as ever propagated ignorance and vice among young ideas, Ohio has arisen from her degradation, and enacted the most liberal and excellent school law ever framed in all the world. It is not perfect,—in some of its details it needs amendment. It is new, and in some places, its administration having fallen into incompetent hands, its machinery has worked with immense friction, causing disaffection in some minds, and with others, strong opposition. But in the estimation of men best qualified to judge of its merits, this law is, in its general principles,—in all its prominent features,—in almost all its details, the—

best ever enacted. Go to New York, go to New England, and the best men you meet will eulogize the Ohio School Law.

But, "the law is good if a man use it lawfully." Good as it is, it can never produce good schools, unless its provisions meet a wise and faithful execution. Neglected, it will be useless. Badly executed, it will be worse than useless. A railroad may be of the best possible construction, and yet so badly operated as never to pay a dividend. And in not a few places this is a fair illustration of the workings of our School Law. The fault is not in the *road* but in its *equipment*.

But some may ask what has the *Journal of Education* to do with the School Law? We are aware that to it we sustain no official relation. The law is a creation of the State, while the *Journal* is the organ of the "State Teachers' Association," a voluntary body, existing under its own constitution, governed by its own laws, entirely independent of all State control. In its character as an *organization*, it is not known to the law. But the *individuals* who compose the "Association," sustain to the law the most intimate relations. They are the Teachers of the Schools which it creates, and in this way the *Journal* occupies a position highly favorable for aiding its application to its appropriate purposes.

Believing that what the law most needs, to render it not only useful, but popular, is an intelligent and efficient execution,—believing that whenever it shall be worked up to its capacity, it will both bless and please the people, the aim of the *Journal* will be to disseminate correct ideas in respect to education, and to aid Teachers in making their schools what both policy and duty require that they should be. By this we must not be understood as claiming ability to *instruct* others, but by making the *Journal* a medium through which we can reason together, all may be benefited.

Four years have passed since the *Journal* first made its appearance. It has ever maintained a high character for talent and correct principles. Having been called to take the place of principal Editor, we announce what we desire to do for the *Journal* in that position. Our chief reliance is on the members of the Association for ability to execute these intentions.

1. We propose having in each number a *Leader* of from eight to twelve pages, which shall be thoroughly elaborated and carefully written, an article of dignity and weight, adapted to interest the most cultivated minds in our State, or elsewhere. As a specimen, we will refer to the first article in the present number.

2. In each number, several articles, of from one to five pages in length, relating to any branch of education,—to home instruction,—to

school-room duties,—to manners, morals, or aught else which may interest any class of our readers.

It is our wish that these articles should be of an animated and cheerful tone. We hope that our correspondents will not sacrifice too much to "dignity," as it is sometimes called. A vein of pleasantry running through an article will insure its being read, and will cheer many a Teacher, and drive away many a heartache. By this we do not mean that writers need endeavor to be *witty* and *jocular*; nor that a lively style should *always* be adopted. But we wish the *Journal* to be wide awake and earnest, either with force, or humor, or something else.

3. The decisions of the School Commissioner. These are not interesting to all, but to many they are of great value.

4. Our own contributions. What they will be, we cannot promise. We intend to occupy about one third the space in each number, embracing articles upon various subjects,—a summary of educational news at home and abroad,—school anecdotes, answers to such questions as any may see fit to propound in regard to teaching and governing schools, and whatever else shall seem best adapted to usefulness.

We invite, yea, *urge* that communications be sent in without delay. If the *Journal* shall be worth reading, all its friends must put shoulder to the wheel.

The four days we have been in Columbus, have taken from us about all the ideas of romance and poetry with which we had ever associated the office of Editor.

And as we began this *prolegomena* with a clerical illustration, we may as well close it after the same manner. A good old deacon, somewhere "down east," imagined that he could preach. So he obtained permission from his Pastor to make the attempt. He went into the pulpit, read his text, coughed, repeated the text, wiped the perspiration from his face, and in agony exclaimed, "Brethren, if any of you think you can *preach*, just come up here and try it, I'm done!"

We feel a strong inclination to follow the deacon's example, and say to the Association, "count us out."

P. S. Since writing the above, we have received the "Michigan Journal of Education," for February. The splendid puff it has seen fit to give us, sets us on our feet again, with confidence much reinvigorated. We therefore "repeal" the last sentence in the foregoing article, together with the associated anecdote. Thank you, friend Gregory, for such a powerful tonic. We feel the better for it, but still we do not flatter ourselves that your "laurels" are in any great peril.

The Journal of Education—A Word to its Friends.

It has been thought desirable that an educational paper be published in our State. The correctness of this opinion is not likely to be disputed. But why is such a paper desirable, but that it may be read by the people of the State, especially by the Teachers and other managers of educational interests? For four years it has been published, and, so far as it has been read, it has been greatly useful. But the number of its subscribers has ever been small. In 1855 it was 2,225, all told.

Now, if the *Journal* is worth reading by *one* Teacher, it is worth reading by *every* Teacher in the State. This alone would give it a circulation of about 16,000. But suppose that one-fourth of these Teachers were subscribers, and then it would circulate 4,000 copies.

Again, the School Commissioner publishes in the *Journal* his opinions and decisions upon questions arising under the school law; and he decides that all county auditors may subscribe for it, and that all township boards of education may order it for the clerk of the town and the clerk of each sub-district, and pay for it from the contingent fund raised in accordance with the 22d section of the school law. Compliance with this decision would give us 14,000 more. But reduce this number three-fourths, and we have 3,500.

Again, there are not less than 1,500 persons in the State who, though not Teachers, auditors nor clerks, could easily be induced to subscribe for the *Journal*. See the result of these truth-speaking figures:

One-fourth of the Teachers in the State.....	4,000
“ “ “ auditors and clerks.....	3,500
Other persons.....	1,500
Total	9,000

But reduce this number one-half, and then we have 4,500. Shall we not at once secure this number? Ought the friends of the *Journal* to be satisfied with any number short of this? It would require that the list of last year be doubled. At present, (Jan. 28,) there are but 550 subscribers for 1856. We shall make what personal effort we can, but still must depend chiefly on the active friends of education throughout the State.

In former years, a large portion of the subscribers have been obtained in the summer and fall. But for obvious reasons it is far preferable that they be secured at an early day in the year. We have been greatly encouraged by the tone of letters received from various parts of the State. The following is an extract of a letter from a correspondent in Montgomery county, and may be taken as a sample of many:

“In regard to using my influence in favor of the *Journal*, you can rest assured of one thing, that though others may be more successful, I am fully resolved that no one shall work harder for the *Journal* than I will. Our county I think will do its duty nobly.”

The *Journal of Education* is the property of the “Ohio State Teachers’ Association,” and we are not authorized to offer premiums for subscribers. But we can do so at our own expense, if we see fit. And that all may be provoked to good works, we make the following offer: To the county which shall, on or before the 10th day of April next, furnish the largest number of subscribers, in proportion to its population, we will send an order on D. Appleton & Co. for \$50

worth of books, to be the property of such person or persons as shall have secured these subscribers. To the next highest number, we will in the same way pay \$30, and to the next \$20. As the number is not positive, but in proportion to population, all counties have an equal chance.

Educational News.

It is usually expected that an educational periodical will not be made a *news-paper*. We have thought, however, that the *Journal* might be made more interesting and useful to many of its readers, by introducing with more than former prominence, this feature, so far as *educational* news is concerned. At present we must confine the subject to our own State.

From every county, town and sub-district in Ohio, many eyes are turned to Columbus, watching to observe the action which shall be taken by the Legislature in regard to our school law. Petitions are coming up from various quarters, asking for the repeal or essential modification of many of its important features. Some "pray" for one thing, some for another; and in the aggregate, they ask that little or nothing of this law shall be suffered to remain. The following are the main points of objection with petitioners:

1. Township Boards of Education. They wish a return to the former plan of single districts.

It is not our province, or purpose, to *instruct* the Legislators of Ohio in respect to their duty. But we must express the opinion that such a measure as is prayed for by petitioners, would be most unfortunate. In the older States the single district system is fast passing away and township boards are adopted in its stead. In the recent message of the Governor of New York the same change is urged. All enlightened opinion is deciding in favor of such boards. The *cause* of the dissatisfaction which has been excited on this point must soon cease. When our new law came into effect, there was a great necessity for new school buildings, and the erection of several in each township in the same year, drew heavily on the pockets of the people. But taxes for this purpose are annually diminishing, and in a short time more the work will have been done for a generation.

2. The provision for libraries and apparatus. Great objection has been made to this feature of the law.

That mistakes have been made by certain county auditors in the distribution of books and apparatus, which are adapted to produce disaffection, we are aware. But the Commissioner has taken measures to remedy this evil, and prevent its recurrence. A tax of one-tenth of one mill on the dollar is assessed for this purpose. A man who pays taxes on \$1000 will pay *one dime* to this fund, and for that dime, he and his family will have the benefit of a library of most excellent selection, and of all needed school apparatus.

We are advocates for retrenchment of expenses, in all appropriate ways; yet we cannot believe that the repeal of this section of the law is demanded by good policy or strict economy.

3. County Boards of Examiners. It is asked that *township* boards be substituted in their place.

Every thing that will tend to reduce the grade of qualification demanded of Teachers, should be avoided as an evil of most ruinous nature. That such would be the effect of the change in question, none can doubt. It is the very object avowed by the petitioners. They complain that they cannot obtain Teachers for their schools on account of the strictness of the Examiners. But we did not need to journey to our State Capital to hear this complaint. Of the eighty examined in Lucas county, in the year 1855, seventy received certificates; some for 6, some for 12, some for 18, and some for 24 months. We were quite as liberal in granting certificates as our consciences would permit, and even more so in some instances. But when an applicant positively did not know *any thing*, we rejected him. But in every such instance, great offense was taken by interested parties.

To illustrate, we will give a single example. At one of our meetings, a candidate presented himself for examination. We have neither time nor talent to describe his appearance, costume and manners. They were all, however, decidedly striking. He brought with him a letter of introduction from a "locle derectur," which conveyed to us the intelligence that "all the enhabitance is anxious to hev mr. — kepe our scool this Winter and hoap your onable Body will be esey with him;" and more of the same sort.

On *Arithmetic*, he was asked, what is an improper fraction? After folding his arms, fixing his eyes on the ceiling, and biting his lips, he replied, "thinks likely it's one that aint proper to have." After we had explained the thing, we requested him to reduce the fraction *thirteen-fourths* to a mixed number. After long effort he ascertained that it "amounts tu three hull ones." What will you do with the remaining fourth? was asked. Said he, "I'd let it go, it don't amount to much, any how." We passed to *Geography*, and inquired the boundaries of Ohio, and were informed that "'hio is bounded by lake Erie and Vermont." We asked him to name the principal mountains of Asia. "*Andes!*" he quickly answered. When told that the Andes are in South America, he replied, "Yes, I know they start there, but don't they run down fur enough to cut across a corner of Asia?" We had no more questions to ask, and as we judged that there would be strong "constitutional objections" to running a mountain across the ocean, as it might obstruct navigation, we declined granting him a certificate. But many were indignant that we would not let him "kepe scool,"—the Examiners were "stuck up tyrants," and so forth.

4. The School Commissioner—his office should be abolished—it is an unnecessary expense.

Cut off its head, and the whole thing must die. This office is indispensable to the completeness of the system. And we do hope that the salary may be increased so as to bear some correspondence to the duties to be performed. If the Commissioner performs the duties which the law devolves on him, his *traveling expenses alone*, will amount to over half of his salary.

If any ask as to the prospects of changes in the law, we can only say that the whole matter is in the hands of able and judicious Committees. What they will report, and what action will be had on their report, we know not. Our hopes, however, quite outweigh our fears.

DEFIANCE.—A correspondent writes us from Defiance as follows: "The Board of Education, and all the people here are united in the support of our schools, notwithstanding our heavy taxes. We employ five Teachers at a salary of \$1725 per annum. We have had very liberal appropriations for apparatus, maps, charts, plates and cabinets, so that we now want little except suitable buildings, which our people have not yet been able to erect, but which we hope to see before long."

For the purpose of increasing the efficiency of the operations of the Ohio State Teachers' Association, the undersigned agree to pay to the Treasurer of said Association one and one-half per centum on our respective salaries: said sum to be paid *in advance* in two semi-annual equal payments.

COLUMBUS, Dec. 27, 1855.

Lorin Andrews, Gambier, O.....	\$22 50	Miss N. R. Hart, Morrow.....	\$5 25
Anson Smyth, Toledo	18	" M. J. Manfort, Miamisburgh	4 50
M. F. Cowdery, Sandusky.....	22 50	Almon Samson, Zanesville.....	15
A. D. Lord, Columbus	18	Jacob N. Deselle, Steubenville	7 50
John Hancock, Cincinnati	15	J. P. Ellenwood, ...	15
M. D. Parker, "	11 70	Edwin Regal, Hopedale.....	—
John B. Trevor, " (paid \$6)	12	D. F. DeWolf, Tiffin	18
James M. Ross, "	15	W. Mitchell, Norwalk	12
Mrs. L. M. C. Rolfe, "	12	A. C. Fenner, Dayton.....	13 50
J. H. Rolfe, "	—	T. McHarvey, Massillon.....	—
S. N. Sanford, Granville	15	D. W. Proctor, Cleveland	—
J. H. Holton, Milan	9	W. A. McKee, Coshocton	—
Geo. H. Jenkins, Mt. Pleasant ..	9 75	Henry Barnes, Inland	—
Chas. S. Royce, Huron.....	—	Wm. C. Catlin, Mansfield.....	—
I. S. Morris, Eaton.....	7 50	Mrs. M. E. Catlin, "	—
F. W. Hurtt, Springfield	12	E. L. Carney, Canton	—
A. Holbrook, Lebanon.....	18	R. Q. Beer, Ashland.....	—
J. Ogden, Hopedale.....	18	Jas. J. Sadler, Rootstown	—
Chas. Rogers, Dayton	—	A. J. Rickoff, Cincinnati	—
E. C. Ellis, Georgetown	15	Liberty Hall, Columbus.....	—
J. B. Irvine, Morrow.....	8 25	Theo. C. Bowles, "	—

REPORT OF THE FINANCIAL COMMITTEE FOR 1854.

Montgomery Co. Teachers' Inst..	\$50 00	S. S. Cotton, Sandusky	5 00
Preble Co.....do.....	50 00	James Elliott, Cincinnati.....	5 00
Clinton Co.....do.....	40 00	S. M. Heslet, Portsmouth.....	5 00
Columbiana Co.....do.....	35 00	John Hancock, Cincinnati	5 00
Allen Co.....do.....	30 00	H. D. Lathrop, Gambier.....	5 00
Clermont Co.....do.....	30 00	Jesse Markham, Plymouth.....	5 00
Highland Co.....do.....	30 00	W. A. McKee, Coshocton.....	5 00
Richland Co.....do.....	30 00	James Marvin, Warren.....	5 00
Belmont Co.....do.....	25 00	R. M. Merrill, Mansfield.....	5 00
Pickaway Co.....do.....	25 00	Wm. Mitchell, Fredericktown....	5 00
Seneca.....do.....	25 00	I. S. Morris, Eaton.....	5 00
Portage Co.....do.....	21 10	C. Nason, Cincinnati	5 00
Hancock Co.....do.....	21 00	John Ogden, Delaware.....	5 00
Warren Co.....do.....	20 00	M. D. Parker, Cincinnati	5 00
Greene Co.....do.....	15 00	D. C. Pearson, Columbus.....	5 00
Madison Co.....do.....	15 00	E. B. Pierce, Martin's Ferry.....	5 00
Payette Co.....do.....	4 00	J. H. Rolfe, Cincinnati.....	5 00
Lorin Andrews, Gambier	20 00	A. Samson, Columbus.....	5 00
G. W. Batchelder, Zanesville.....	20 00	C. R. Shreve, Roscoe.....	5 00
M. F. Cowdery, Sandusky	20 00	G. C. Smith, Columbus.....	5 00
Andrew Freese, Cleveland.....	20 00	J. W. Sutherland, Columbus.....	5 00
A. Holbrook, Salem.....	20 00	Citizens of Franklin, Warren Co..	5 40
John Lynch, Circleville.....	20 00	G. C. Woollard, Sandusky	3 00
D. P. Mayhew, Columbus.....	20 00	J. J. Sadler, Rootstown.....	2 00
Dr. C. Cutter, Warren, Mass.....	20 00	John White, Martin's Ferry.....	2 00
A. W. Price, Cleveland.....	20 00	E. Story, Bowersville.....	1 00
A. J. Rickoff, Cincinnati.....	15 00	—	—
A. H. Bailey, College Hill.....	10 00	Rec'd from Institutes...\$466 10	
S. M. Barber, Ashland.....	10 00	Rec'd from Teachers, etc. 368 40	
Wm. N. Edwards, Troy.....	10 00	Rec'd from fees of membs. 78 00	
S. N. Sanford, Granville.....	10 00	Rec'd from bound volumes	
J. A. Sloan, Batavia.....	10 00	of Jour. of Education...277 50	
Rev. A. Smyth, Toledo	20 00	—	
W. P. Clark, Medina.....	5 00	Total	\$1210 00

The foregoing is believed to be a correct statement of the sums received on the salary of the Agent, for the year ending Dec. 1854.

M. F. COWDERY,
Chairman of the Financial Committee.

ABOU BEN ADHEM.—BY LEIGH HUNT.

Abou Ben Adhem, (may his tribe increase!)
 Awoke one night from a deep dream of peace,
 And saw within the moonlight of his room,
 Making it rich and like a lily in bloom,
 An angel writing in a book of gold.
 Exceeding peace had made Ben Adhem bold,
 And to the presence in the room, he said,
 "What writest thou?" The vision raised its head,
 And with a look made of all sweet accord,
 Answered, "The names of those who love the Lord!"
 "And is mine one?" asked Abou. "Nay not so,"
 Replied the angel. Abou spoke more low,
 But cheerly still; and said—"I pray thee, then,
 Write me as one that loves his fellow men."
 The angel wrote and vanished. The next night
 It came again, with a great wakening light,
 And showed the names whom love of God had blest;
 And lo! Ben Adhem's name led all the rest!

Items.

FALL OF WATER.—Fall of water (including snow melted) during the year 1855, at Perrysburg, Wood county, Ohio, as observed by F. Hollenbeck:

January,	2	inches.	July,	9 13-16 inches.
February,	1 6-16	"	August,	2 7-16 "
March,	2 8-16	"	September,	7 8-16 "
April,	4 11-16	"	October,	2 4-19 "
May,	3	"	November,	7 "
June,	8 1-62	"	December,	4 8-16 "
				55 3-16 "

The average yearly fall of water in the State of Ohio, for years past, as reported in Brocklesby's Elements of Meteorology is 36 inches.

Messrs D. Appleton & Co. have, through their efficient and gentlemanly Agent, Mr. Hall, presented \$100 worth of books to the library of the Hopedale Normal School. Who will follow so good an example, and confer a like favor on the S. W. Normal School at Lebanon?

Rev. E. McKinney has resigned his place as Superintendent of the Public Schools of Hillsboro, and Mr. Isaac Sams, late Prof. of Languages in the Schools, and one of the best of Classical teachers, has been appointed Superintendent, at a salary of \$750.

CORRECTIONS.—Through some oversight which the present Editor can not explain, the name of Mr. S. M. Barber, Superintendent of the Schools in Ashland, was omitted in the list of members of the O. S. T. A., published in the January No. of the *Journal*.

The name of Mr. E. G. Andrews, President of the Female College at Mansfield, should have appeared in the list of Members of the State Teachers' Association in the January No. instead of that of Mr. E. B. Andrews, of Washington co.; and the name of Mrs. M. E. Catlin, of Richland co., instead of that of Dr. W. C. Catlin, who renewed his membership in July last.

A good number of Books, Pamphlets and Catalogues have found their way to *our table*, which shall receive due notice in the March *Journal*.

THE
Ohio Journal of Education.

COLUMBUS, MARCH, 1856.

THE PRESENT CONDITION OF EDUCATION.

MUCH has been said of late years of the progress of education in our country, its general diffusion, its increasing thoroughness, and greater efficiency. And it can not be denied that we take a very considerable amount of pleasure in this kind of self-laudation. This I have no design to condemn. But believing the cause in which we are engaged may be better subserved by a presentation of actual facts, though they may jut into the calm ocean of our self-complacency somewhat, I propose, in the present article, to exhibit the less flattering view of the subject, which has attracted the less attention, it may be supposed, from its not being quite so pleasant to contemplate.

Figures, and above all those combined in statistical tables, are very stubborn things, especially to highly imaginative people. Educational tables of this kind, are doing much, and are destined to do still more, as greater care is taken in their preparation, and wider sources of information are opened up, to give the people correct information upon the bearings of the whole subject.

An able article in the October number of the *Edinburg Review*, on the condition of education in England and Wales, based on the educational census returns, for the year 1851, with the accompanying reports of Horace Mann, must have startled in a very uncomfortable manner, those well-meaning but sleepy Englishmen, who were indolently thinking, now that the government had taken the matter in hand, every thing must be going on about right.

As it is to be feared there are many nominal friends of education in our own State in the same condition, I propose to lay some of the facts and figures in that article before them, premising now, as I shall take occasion to show hereafter, that our own tables exhibit similar results.

"Of children of an age to go to school, (from three to fifteen,)

there were at the time of the census nearly five millions, of whom about three fifths of a million were at work, two millions were at school, and the other two millions and a quarter were neither at school or at work. The converse of this proposition is the one generally entertained by us."

The people of this country have, until lately, entertained the same opinion as the writer of the above, as to the cause of absence from school. Could reliable statistics be obtained on this point in our cities, towns and villages, I am confident the same state of things would be found to exist here in a degree, that is shown to exist in England. According to the estimate of the superintendent of public schools for this city, (Cincinnati,) for the year 1854, there were over eight thousand, or rather more than one fourth of the children of school age (between six and sixteen,) who had not, for a single day during the year, attended any school. It can not be ascertained precisely what part of this number was at work, but one half would certainly be more than a liberal allowance. This would leave four thousand youth at the time unemployed, of whom at least three thousand are boys, whose school is the street.

And what kind of a school is that of the street? and what is learned there? Those who have observed this great school of vice closely have learned a lesson they will not soon be likely to forget. Language can scarcely paint its sickening scenes of youthful depravity. Its pupils roam our city day and night; living, in many instances by theft, in others, by forcing a scanty subsistence from reluctant parents. With every den of iniquity are they familiar, from the restaurant blazing with light from crown glass windows, to the red-curtained house in some obscure alley. Oaths, horrid blasphemies, and most disgusting obscenities flow as a Tartarean stream from their lips. They are familiar with scenes of violence and blood, and are adepts in the practice of every low and degrading species of vice; and of these is their continual conversation. Their foul breathings pollute the atmosphere of every home. Like pitch they defile every thing they touch. They are everywhere lie in wait for the innocent. No parent, however watchful can, for a moment, be sure of his boy's safety, when that boy is not immediately under his own eye. The early destruction of hundreds of youth from the most respectable families attests the truth of the assertion, and rare facilities has this school for thorough instruction, such facilities as no other possesses. There is no "absenteeism." Every pupil is every day, and often a large portion of the night, punctually

at his post, busily conning his master's lessons of wickedness. No pupil is withdrawn from this school until he is prepared to enter one of a higher grade, the House of Refuge, the Jail, or the Penitentiary.

But not alone has our city this terrible school, every city, every town, and every village in our land is cursed with one of like character.

But there are other evils, which, though of not so grave a character in themselves, from their more general diffusion, are quite as serious in their results. One of these is the irregular attendance in all schools where that attendance is voluntary. Children, for little causes, or no causes at all, are suffered by parents to remain out of school. This of course not only effectually prevents all real progress in intellectual culture, but is an equal barrier to the development of the moral nature. The boy among his evil companions of the street, of the satanic school, in one short hour, may learn to sneer at the good principle his teacher may have been weeks in endeavoring to fix firmly in his mind and heart. Let us look then, for a moment, at the nature and extent of the education received in our schools.

Of the fifteen thousand pupils in the public schools of this city, less than one third of the number were over ten years of age, and less than two thousand had reached the age of twelve. The whole number of pupils, male and female, sixteen years of age, who remained in the schools at the close of the school year, was thirty-two. Add to this number the sixty-six in the two high schools, and we shall have ninety-eight for the sum total of those sixteen years of age in all our public schools; being not quite one per cent of the whole number remaining in school, which in round numbers, was ten thousand. What fruits of culture are to be expected in that State where ninety-nine per cent of the people receive their education before they arrive at the age of sixteen? And I believe this ratio will hold, with but little variation, in all the towns and villages in the State. It will not of course hold in "the rural districts," but even there the irregularity of attendance more than counterbalances the advantages of the increased age.

In Horace Mann's report, before referred to, it is stated from an examination of the marriage registers, that fifty-one per cent. of the people of England can not write their names. It is true our condition is not quite so bad as this, for it is probable that three-fourths of our adults can do that which seems to be so difficult a feat for an Englishman. Our census reports make the number much larger, but it will not do to rely entirely on these reports, for people are slow to confess

their own ignorance. The importance of general intelligence in the preservation of our republican form of government has been so generally conceded as to have become a staple in the manufacture of Fourth of July orations, and other kindred performances got up for our own especial glorification. But suppose that *every* man and every woman could read and write as three-fourths of them now do, that is, in a way, so far as the reading is concerned, made up of spelling and main-force, and soul-harrowing to think of ; and the writing, in the composition, not going beyond the "I take my pen in hand and sit down to inform you that we are all well, hoping these few lines may find you enjoying the same blessing"—a form of expression for beginning a letter deemed so happy, that it has been handed down to us by our ancestors with an almost religious veneration—how much, I ask, would this contribute, either to a sound morality or the preservation of our liberties ?

But to show the real character of the education received by that thirty-nine fortieths of our people who receive their training in the public schools, take the following in round numbers from the Commissioner's report. There are in the State eight hundred and seventeen thousand youth of school age ; out of this number three hundred and sixty-two thousand are in daily attendance at school. Of the latter number sixty-one thousand, or a little over one-sixth, study grammar, being something more than one-fourteenth of the entire population, of school age. But the fair and liberal inference is, that at some period of their natural lives, one-sixth of all our youth have advanced so far up the rugged steep of the Hill of Science as to be put into the grammar. But what fraction of this fraction ever pursue that branch of study so far as to obtain any real knowledge of the structure, force and beauty of our language ? Are we not making a very liberal allowance in saying one-sixth ? If so, then we have the one-thirty-sixth as the part of our people who can write our language with some degree of facility ; and perhaps one-sixth of this last fraction may be able to write our mother tongue with just pretensions to something of correctness and elegance.

But let us look a little further. Astronomy is the noblest of the sciences, and well calculated to elevate and refine the mind, by awakening emotions of grandeur and sublimity. Let us see, then, from the report, how many of the pupils of the public schools have had their eyes directed to those "blossoms of heaven," the stars. The number, all told, is eight hundred and forty-five, or one in four hundred and

thirty. Allowing the same fraction as in grammar for proficiency, we may safely conclude that the heavens are not much looked up to by the rising generation.

But if we were to take any of the other branches above reading, writing and arithmetic, we should arrive at the same mortifying results. The statistics of the above two subjects have been given, because the one is the most useful and the other the most sublime and elevating of all the sciences. It has been usual, in preparing statistics on crime, to consider reading and writing as a kind of Ultima Thule, beyond which ignorance and vice can only pass with the utmost difficulty. But no idea can certainly be more preposterous than that those two branches, in themselves, can exert any considerable influence on the moral character. It is true, they do exert some influence indirectly, for during the time the pupil has been mastering them, he has been preserved, to some extent, from evil associations and idle habits. Not always necessarily, however, from the former; for, in the hands of careless and incompetent teachers, the public school may be made Satan's vantage ground of sin; many a heart has gone to such pure, and returned filled with all abominations.

If education is to be the amulet that is to preserve us as a people from those evils that have destroyed the nations that have gone before, something more will be found necessary than reading, writing and arithmetic; something nearer commensurate with the extent of man's nature and soul-wants.

"But," it may be asked, "will not the evils of truancy, vagrancy and irregularity in time correct themselves? As our schools are made better, will not the people more generally send in their children, and suffer them to remain in school longer?" Such was my own impression would be the case. The report of our Superintendent states the time our children remain in school to be growing gradually shorter. And this statement is also made in Horace Mann's report in regard to the schools of England.

Thanks to the noble spirits who set the ball in motion; a genuine progress has been made in our State towards perfecting our system of schools, and an enthusiasm of spirit has been manifested by both teachers and people, worthy all praise. We can point with just pride to the position occupied by our State Association for the last few years, a position paralleled by no similar association in the United States. And we may reflect with gratitude upon the generous support given by the people, as manifested in our present liberal school law. But not-

withstanding all the efforts that have been made, and are making, and the cheering evidence of a correct sentiment among the thinking portion of the community, some grave questions still arise. What shall be done to reach that portion of our social fabric, that all our efforts have failed to arouse? What shall be done to bring in the vagrants of the streets, the young recruits in that great army of crime, which, if something more effectual is not done will one day enter upon and lay waste the fair fields of peace and morality? What shall be done to prevent parents, not only careless but criminal, from withdrawing their children from school at the tender age of ten or twelve years, and sending them forth upon society, their intellects and morals all unformed? Shall ignorant, vicious and careless parents be permitted to cast from them, as a vile thing, that system of blessings that has been provided for their offspring, with so much labor and expense? Shall "the good time coming" be forever delayed by the vicious element that is continually welling up from that depth of society, our present system of education has as yet failed to sound?

The only efficient remedy for these evils, it seems to me, and it is the one intended to be indicated by the tenor of this whole article, is a compulsory system of education. The idea may be derided and hissed at, by that independence of spirit that scoffs at all restrictions, however beneficial, so characteristic of our people, but self-preservation will compel us to come to it sooner or later. Morals, religion, every thing good or great must be built upon a correct youthful training. The human house cannot be taken down in after life, and its foundation relaid upon a rock. The house that is built on sand will fall when beat upon by the storms that are sure to come. The laws of matter and of mind are immutable, and will scarcely change to accommodate themselves to the independent American or any other independent spirit. We have taken one step in the direction of compulsory education, in memorializing the Legislature for a general truancy and vagrancy law. And the Legislature will have made the great mistake of its session if such a law is not provided.

JOHN HANCOCK.

CINCINNATI, Feb. 1, 1856.

Since the above was written, we have found the following in the *Cincinnati Commercial*. It is designed to meet a pressing necessity, existing in all our larger towns.—Ed.

The Committee appointed to draft an act to provide for the punishment of

truants, those children who are found idling their time away in the streets, and are without any regular occupation, submitted the following report, which was received and will be submitted to the Legislature:

An act to provide for the punishment of truants and other purposes.

SECT. 1. Be it enacted, &c., that the city Council of all cities of the first class in this State are hereby authorized and empowered to make all needful provisions and arrangements concerning habitual truants, and children not attending school, without any regular and lawful occupation, growing up in ignorance; and also all such ordinances respecting such children as shall be deemed most conducive to their welfare, and the good order of such city, and, there shall be annexed to such ordinances, suitable penalties, not exceeding for any one breach of the same a fine of \$20, or imprisonment for one year.

SECT. 2. Every person who shall have any child under his or her control between the ages of 8 and 14 years, shall send such child to some public or private school, at least six months, if the public schools within such city shall be so long kept, in each year, four months of which shall be consecutive.

SECT. 3. It shall be the duty of the Trustees and Visitors of the Common Schools of such city, or some person appointed by them, to make the complaint in every case of violation of said ordinance before some Justice of the Peace, Mayor, or other judicial officer, within and for said city, who, by said ordinance, shall have jurisdiction in the matter. Said Trustees, or person by them appointed, shall alone have authority to make complaint before such judicial officer.

SECT. 4. The said Justice of the Peace, or other judicial officer, may, in any case, at their discretion, in place of the fine aforesaid, be authorized to order children, proved before them to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed for such periods of time as they may judge expedient, in such institution of instruction, or houses of reformation, or other suitable situations, as may be assigned or provided for such purposes under the authority conveyed by the first section.

SECT. 5. Every person who shall violate the provisions of the second section of this act, shall forfeit and pay a fine to said city, for the use and benefit of the Common Schools thereof, of a sum not exceeding \$20, to be recovered with costs, in any court having jurisdiction.

SECT. 6. If, upon inquiry before the Judicial officer upon any complaint under this act, it shall appear that such child has attended or is attending some school without the city in which he or she resides, for the time required by this act, or has been otherwise furnished with competent means of education for a like period of time or has already acquired such branches of learning as are taught in the Common or District Schools, or if it shall appear that such child from his or her bodily or mental constitution has been sick, so as to prevent his or her attendance at school, or his or her acquisition of learning, for such period of time, then such person shall be held not to have violated the provisions of this act.

SECT. 7. That in all cases of commitment under this act, or ordinance, in pursuance hereof, by a Justice of the Peace, or other judicial officer, an appeal may be taken to the Court of Common Pleas by the party entering into bonds with surety in any sum not exceeding \$300.

To the above, we add the following from the *Cleveland Leader*, of Feb. 11, 1856.

It is highly encouraging to see public attention turned to so important a subject. Every city in our State is crowded with these wretched boys, and public safety, as well as public duty, demands that for them something be done.

As this subject is pressing itself upon the attention of all our readers, and as action should be taken *in view of facts*, we have arranged with the Chairman of the Committee to which the Association committed this matter, for a series of articles on the subject, the first of which will appear in our next number.—Ed.

ANDREW FREEZE, Esq., *Superintendent of Public Schools*.—In accordance with your request, I herewith furnish statistics of juvenile offenders arraigned before the Police Court, during the six months ending February 1st. There were arraigned before the Police Court of this city *sixty-two* cases of minors, not exceeding seventeen years of age, about one-third of whom had previously been in prison. There were arrested for petit larceny, *forty-five*; for assaulting other children, four; for vagrancy and intoxication, each two; for grand larceny, prostitution, and immoderate driving, each one; and one, a boy of fifteen years of age, for severely assaulting his mother, who, being unable to protect herself, called upon the officers for assistance. Four of those guilty of stealing, it was ascertained, acted under instructions of their parents when they committed the offenses for which they were arrested. One of the two brought up for intoxication was fifteen, and the other fourteen years of age. The mother of the younger was convicted of a similar offense at the same time. There were, of the age of seventeen, 7; of sixteen, 14; of fourteen, 12; of thirteen, 6; of twelve, 7; of eleven, 1; of ten, 3; and of nine, eight and seven, each 1. Seven were twice arraigned, one three times, and two four times.

Twenty-four were convicted and punished, six were released for want of evidence, and twelve told the truth, were penitent, and received the kind admonition of the Judge, and were discharged. None of the latter have since been arrested.

Of twenty-three, both parents were living; ten, both were dead; seventeen had no father, and twelve no mother. Of the whole number, fifty-three were males and seven females.

Yours, &c.,

O. J. HODGE.

MARY LYON.

In all vocations of life we need *exemplars*. In matters pertaining to physics, mind and faith, we seek aid and direction from the "great masters" in those departments. The architect, the artist, the sculptor, the physician, the lawyer, the minister, the poet, the orator, and the statesman, all look to men who have distinguished themselves in their professions; not to be their servile imitators, but to note their excellences, and take lessons from their examples.

We, as Teachers, as those to whom the great work of mental, social and moral training has been committed, often seek wisdom and direction from such sources as may be within our reach. And while we should look *chiefly* to a higher than any human power for the knowledge which we need, still it is well for us to learn from those who have attained to eminence in our profession. Nor shall we search in vain for bright examples, for, though some may esteem our calling a humble one, no profession can point to nobler names than thousands of the men and women who have filled the Teacher's office. Our universities, seminaries, and other schools, can furnish names, which, for talent and usefulness, will not suffer in comparison with those of any other avocation.

Among the names of female Teachers who have served their generation and gone to their reward, none stand higher than MARY LYON, the founder of Mount Holyoke Female Seminary. One who recognizes the overruling hand of Providence in the events of life, can but notice the striking adaptation of the scenes and experiences through which Miss Lyon passed, to fit her for the great work which she accomplished. Born amid the bold and beautiful scenery of North-Western Massachusetts, her heart seemed formed somewhat after the model of the hills by which she was surrounded, on a large and liberal scale. She had the advantage of early and judicious parental training. Her childhood and youth were passed, not in ease and affluence, nor among people distinguished for genius and talent, but with a hard-working self-dependent yeomanry, who were strangers to those false and degrading ideas of labor, that some entertain. Mary Lyon was remarkable from her youth for persevering and indefatigable *industry*. She early manifested a love for learning, which her humble birth and narrow circumstances allowed her few opportunities of indulging; but when they did

offer, she never suffered them to escape unimproved. Obstacles and discouragements which would have crushed the feeble and irresolute only rendered her more eager in the prosecution of her studies. During the eleven years previous to the time when she engaged in establishing the Mt. Holyoke Seminary, she taught in different parts of her native State. She became extensively known as a successful Teacher, which served to enlist public opinion in favor of her later enterprise. When the project was finally formed of founding an institution which should be permanent in its character, and should be to ladies what the college is to young men, she devised the means and laid the plans by which it should be carried into effect. It was she who reached the hearts and purses of the benevolent Christian public by earnest common sense appeals. She went about her work with a Spartan self-devotion which resolves "to succeed or die." While the scheme was considered wild and visionary by many, to her the indications of Providence appeared plain. She had weighed the matter too long, and considered it in all its bearings too carefully, to give up the attempt as useless, because it was so pronounced by many, taking of it only a superficial view. From the time of discovering and realizing the need of such a Seminary, to that of commencing operations there, can be seen the far-reaching sagacity and accurate judgment of its originator. She possessed that firm trust in the providence of God that enabled her to overcome all opposition, till at last she was brought to see the completion of her object in the existence of one of the most noble institutions of learning which the world can boast.

Impossible as it is to present, within the limits of an essay, even the *outlines* of a character so eminent for piety and usefulness as that of Mary Lyon, mention will be made of only a few of those characteristics which rendered her eminently successful as an instructor, and which some of us as Teachers, if not already perfect, may do well to imitate.

First may be mentioned her *devotedness to her work*. She loved her profession. To it she gave all her energies, thoughts, and sympathies. There was the constant inquiry into her own deficiencies and their remedies, the study of the character and disposition of her pupils, and the close eye upon their progress. She examined her system of teaching and her form of government to see where they were deficient and how she might improve.

A second characteristic was *firmness and decision*. Her principle was that the rules of a school must be enforced.

She possessed that accuracy of judgment which enabled her to decide

upon the expediency of an act or request, and after once deciding, she remained firm in her decision. When a request was once negatived, importunity did not gain an affirmative. She endeavored to show the *reasonableness* of her rules, and, though they might be irksome, that a benevolent regard to the good of the school required submission. There was exhibited in her that intellectual and moral superiority, together with affection for her pupils, and a desire for their interest, by which they were led to obedience, much more effectually than by the presentation of a code of laws.

The tap of Cæsar's finger is said to have awed the Roman Senate, not, we imagine, from any fear of his personal power, but from a feeling that there was that in him worthy of their regard. Well would it be if all Teachers possessed those qualities which command respect and obedience.

Another element of success in a Teacher is *patience and perseverance*, and which Miss Lyon possessed in an eminent degree. None could have more serious trials and obstacles to surmount than she. In commencing a Seminary which was, in many respects, different from any in existence, she met with many discouragements. Objections were raised by many; but the determination and perseverance with which she prosecuted her plans, sufficiently testify to her energy and perseverance.

A fourth characteristic was her power of *discriminating character* and adapting herself to the individual peculiarities and capacities of each.

The last I would mention, and the one in which she shone with peculiar lustre, was her character as a *moral and religious* Teacher. The religious interests of her school were made second to no other. Aside from the hours devoted exclusively to such instruction, was the constant influence, the felt presence of a religious spirit and Christian example. Believing that man accomplishes the great end of his being by the development of all his faculties, moral, intellectual, and physical, and that the moral takes precedence of all others, she earnestly and faithfully labored to discipline and develop the moral natures of those committed to her care. Through her whole life can be seen the controlling influence of Christian benevolence. She was a bright example of missionary labor and missionary devotedness. She was a constant illustration of her own teachings.

Though years have passed since the death of Mary Lyon, her influence still lives. Deeds survive the doers. The act remains, though the hand that wrought it may have perished. And may we not expect

that through future generations that Institution will continue to bless the world, and that the name of Mary Lyon will not be forgotten?

The influence of such a Teacher who can estimate in its far reaching results? An arrow may cut the air and yet leave no trace behind to show us where it passed. A ship may plow the ocean and the succeeding wave efface the impression it has made. Not so with Mary Lyon. She left behind her an ineffaceable impression, not upon perishable brass and stone, but upon immortal souls. Her influence will live and spread in ever widening circles, till no human power can estimate their number or extent.

Let us as Teachers strive so faithfully to discharge our duty that we may leave as our memorial on earth the marks of our earnest purposes to do good. Our trials are many, our discouragements are oppressive, but if a sincere desire to benefit our pupils prompt our efforts, God will bless the humble endeavor, and our reward shall meet us when we shall have finished our work and gone hence.

TOLEDO, Feb. 1856.

MARY EASTMAN.

SOUTH-WESTERN STATE NORMAL SCHOOL.

By a resolution of the State Teachers' Association, adopting a petition to the Legislature in behalf of a system of Normal Schools, the South-Western State Normal School was virtually recognized as one of its instrumentalities in carrying out its noble designs for elevating and energizing our State system of public instruction.

The McNeely School has been established by acts of the State Teachers' Association as such. The South-Western has been established by members of the same Association, who for this purpose formed themselves into an auxiliary society, called the South-Western Normal School Association. These Associations, though distinct, are not and can not be antagonistic. Leading members of either are members of the other. The trustees and teachers of the South-Western are members, and we trust all living members of the State Teachers' Association; and are equally as desirous to promote the interests of one association as of the other.

The organization and action of each school have thus far been favora-

ble on the other, and we doubt not will continue to exert a healthful influence on each other.

The petition adopted by the State Teachers' Association has in view a law by which the State shall be districted, and all parts equally well accommodated with Normal Instruction. There is every encouragement to believe that the petition will not call in vain, for an arrangement so much needed to give general efficiency to the School Fund, furnished by the State for educational purposes. The intelligence and worth of the large majority of the members constituting the present Legislature, their well known educational tendencies, their general reformatory character, give the members of the Association who sign this petition strong ground for hope, for the expectation that their prayer will be granted.

Whether soon granted or not, the South-Western State Normal School has marked out for itself a noble destiny, a high and independent course of action. It is sustained by firm friends, by unflinching supporters. It has the means of vitality and growth within itself; not only so, but of wide and beneficent action.

While, however, it is destined to exert an elevating and energizing influence on the interests of Education in the south-west, it is bound to coöperate and harmonize with the State Teachers' Association in all its noble efforts in behalf of Popular Education in all parts of the State. It will aid the State Teachers' Association directly in the individual and associated action of its officers and members; but more, indirectly through its pupils, who will go forth to their numerous and wide-spread fields of labor, full of ardor in the general cause, and fully persuaded that the State Teachers' Association is inseparably identified with the advance of this great cause.

But a nobler work than this, even, is to be accomplished by the Ohio Normal Schools. It is that of training teachers already in their work, and large numbers of them, in short sessions, until the whole profession throughout the State shall feel their influence.

It is proposed to establish four Normal Schools in the State; each one of which can accommodate 300 pupils. Now if there shall be four short sessions of 10 or 11 weeks in each school, and two-thirds of the scholars shall attend but one term, some two or three thousand teachers can thus avail themselves of the advantages of Normal training and thorough instruction, in the course of a year, without materially discommoding the schools in which they are engaged. School officers can so arrange their terms as to afford the teacher a vacation of 10 or 12

weeks at one time, during which vacation a session of Normal training and instruction might be enjoyed, for the purpose of acquiring, by study, observation, and practice in the experimental school, under the eye of a permanent teacher, such improved methods of teaching and government as would compensate a hundred fold for the slight inconvenience the district would suffer by such an arrangement.

Where is the teacher who will not gladly avail himself of such an opportunity? Should even one teacher from each township, thus spend one term or more at a Normal School, the influence of the Normal Schools would be felt by every teacher and scholar in the State. But four Normal Schools can, in the course of a year, receive and accommodate, for at least one term, two teachers from every township in the State.

Such teachers, returning to work in their several districts, will carry with them the improved methods of teaching and government they have obtained, and such a spirit of improvement as will induce them to form township associations, and thus to extend their influence among all the teachers and schools in their several localities. And year after year will witness the same teachers, or others sent by them, resorting to the Normal Schools for one or more sessions of training and higher instruction.

Thus the mission of the Ohio Normal Schools is obvious; nay, it is loudly demanded. Who will deny their necessity, or resist their claims, or object to their mission?

A. H.

LEBANON.

METHODS OF INSTRUCTION.

As to our methods of instruction, we can not at any time say that we are absolutely right. Especially does it behoove us to be diffident, where, as in this case, we have come into the practice of methods which have been handed down from those who have preceded us. It is rather a duty that we inquire diligently into the reason and philosophy of what has so tremendous an influence upon the ten thousand children of our schools, as the modes of their government and instruction. Few even of our teachers are satisfied with the plans which so universally obtain among us. Whatever of power they may have had in the hands of the masters who originated them, in the hands of copyists they have

no vitality to educate or inform the mind. Sometimes, as in the last examination by printed questions, we are startled at the results, and whatever may be urged in their excuse, all have been disappointed. Now is the time to ask whether the methods of instruction prevalent in our Schools have their foundation in the true doctrine of education. May we ever hope for better success from them than has already crowned the almost untiring perseverance of several of our ablest teachers.

Before the art of printing had multiplied the copies and cheapened the cost of books, teachers were the instructors, and the minds of their pupils came into close contact with theirs. Wrought into new combinations in the laboratory of his intellect, springing fresh from the warm fountains of his own heart, the teacher's thoughts had a power to arouse, to inspire, and infuse into the hearer's mind that ardor and zeal in the pursuit of truth which burned in his own. We do not learn that the progress of students at this period, was slower than at the present; indeed, we read of the rapid advancement and the early acquisition of many. When books came into general vogue, they were at first used as the auxiliaries of the school master, in fixing permanently in the mind what he had first explained and illustrated. Gradually however, they began to supersede his instructions, till at this day, the silent type has hushed the living teacher's voice; it has become the principal, and he the subordinate, and the perfection of teaching is to compel attention to the book. Society allows and indorses the change, and is satisfied if there be only a task-master employed for the children, who may stand a veritable *reciting-post* for his school. A previous knowledge of the lesson is scarcely necessary for the teacher in this process of instruction. Sometimes, he *learns* the lesson as he hears it repeated by the pupils—or closely observes the text to see whether mistakes are made. With such teachers, it is not an unfrequent custom to hold the text-book of Geography in one hand, and the map in the other, glancing from question to map as questions are asked and answered, and I have seen classes delayed at every step, to give the teacher time to find the answers. So in History, have I seen the questions at the back of the book used while time was taken in hunting up the answer in the text, and this not in the course of reviews, but in the ordinary recitation. As a further illustration of the exclusive use of the text-book, to which we have come, I will mention another fact. One of several questions proposed to all the teachers of the city was, "What apparatus have you, and if any, what use is made of it?" Not a few replied we have none and use none. Some in first commencing the instruction

of children in Arithmetic, had never used the arithmometer, though it might have been had for the asking. Many, though they had this year started classes in the study of Geography, and had taught them the shape of the earth, and all about parallels and meridians, zones, equator, and tropics, the motion of the earth, its axis, etc., yet had never given an illustration upon the globe, though it was to be had merely by sending a pupil for it to an adjoining room. There are of course, many to whom the above statements can not apply—who if they can not find a globe or an arithmometer, use the black board to the greatest possible advantage. That it is so generally true, is the consequence of a *system* of instruction which has become common among us, a system which is as unphilosophical as its results are unsatisfactory. Teachers to a greater or less degree, teach as they themselves were taught; at least, the forms are handed down from generation to generation, alas, too often without the spirit. The teacher has veiled himself, and holds forth the book—and the book alone—for explanation and illustration, and is satisfied if by questioning, he ascertains that the book has been learned.

Books are the great agents of perpetuating and disseminating knowledge. But where oral instruction can be obtained, it is always more valuable, and will be had at any price. Witness the eagerness with which lectures are sought for in our medical colleges, by the crowds of students who attend them, most of whom are young men. Books may vividly and deeply impress their thoughts upon the mind of the cultivated scholar. His perceptions have been sharpened, his apprehension quickened, his judgment strengthened: as some writer on education has it, he presents a well prepared and highly sensitive surface for impression. It is not so with children; language is not to them a clear, transparent medium; the tablets of the mind are not polished to receive indelible impressions from the floating beam of intellectual light. The child's stock of knowledge is small, association of ideas is therefore limited, reason acts feebly, and the process of assimilation is very slow. Types, except to the perfect reader, have no power to excite, confine, and adjust the attention. They have no earnest tones, no gestures, no flashing eye to rivet the mind of the scholar. They have no music of intonation or cadence to charm the ear; no pitch, stress, or inflection, to mark precise shades of meaning; they have no waves or slides of the third, fifth, or octave to note the exact degree of the author's earnestness. But, the living instructor stands before his pupils, a human being as they are, possessed of the

learning he would have them acquire ; and is the representative and advocate of his subject. In him it is exemplified how the theme may engross and absorb a man's mind, how it may interest and inspire the human heart.

But should the use of the book be discarded altogether? By no means. As an auxiliary it is invaluable to be used more and more, as the pupil progresses. We seem, however, really to have inverted the order. If a lesson from a book be assigned, in any branch whatever, the teacher might treat of the subject in his own way, point out its connection with the subjects of previous lessons, its relations whether of cause or sequence ; he might impart collateral information, criticise the author's work, as to fact, thought, or style, and by all means he should give complete and precise directions how the lesson ought to be learned. It ought to be required by the Principals of our Schools that this should invariably be done when a lesson is assigned, especially in the case of small children. By all available devices and expedients the lesson should be commended to the real earnest attention of the class. They should be made to feel its reality, its affinity to themselves. It should be associated by natural relation in each child's mind with something already there, something he has thought of before. The connection, too, should be clearly perceived and deeply impressed—it then becomes properly a subject for memory. Above all, it is the *sine qua non* of success, that the pupil be made to take a deep and keen interest in the subject for its own sake, which is a task that might have appalled Hercules, but it must be done.

There is nothing more certain than that few, very few, of the pupils of our public or private schools study for the love of it. Many go to their tasks cheerfully, labor hard at them ; but the number is small, indeed, who do so because the subject itself has an interest to them. They aim at position in class, and desire the approbation of their parents or the applause of friends ; but to gratify their curiosity, to satisfy themselves in regard to facts and principles of common interest to an intelligent world, forms no part of their motives for study. The whole purpose of their application is immediately accomplished at the recitation seat, or remotely at the High School examination. They study for recitation, not to acquire useful knowledge. They train for review — not for the toils of the campaign. Says Dr. Whewell, in a work on Cambridge education, "Knowledge acquired merely with a view to examinations or recitations is usually very shallow and imperfect, and soon passes out of the mind when the occasion which prompted the effort is past.

Knowledge thus acquired for a special occasion, does not take possession of the mind as that knowledge does which is imparted in a gradual manner, by a continued series or course of studies, each step being viewed with reference to its difficulties and applications, and secured before a progress is made to the next." If this be true of young men in the study of Latin and Greek, Geometry, Mechanics and the Calculus, how much the more of boys and girls from eight to fourteen years of age.

And says Professor Whewell in the same work: "Tuition, directed as we are now supposing, to the mere object of preparing students for the examinations, will aim only at providing them with answers to such questions as are likely to be asked by the Examiner. In such tuition it will not be deemed a matter of any consequence that the student has a permanent and thorough hold on fundamental principles, or that he really sees his way through the difficulties which belong to them."

It would be well to lead children, as soon as the reason is sufficiently matured, to discuss the best methods of arithmetical solution and questions of grammatical construction, even military affairs and political ethics, so as to make them fully realize that what they study is always to them a legitimate subject for thought and discussion. It doubtless will be the case that in certain ways the results will not, for a while, so abound as they now seem to, but we may rely upon it that in reality they will be more valuable. What is better, habits of thought will be formed, and good intellectual habits are worth more than all the positive information in the world: the latter is as perishable as letter written in the sand — but we are assured by reason, as by holy writ that if we TRAIN up a child in the way he should go, when he is old he will not depart from it. Again, I would respectfully but earnestly commend this whole subject to the attention of trustees, and particularly the teachers of our schools, and ask them seriously to consider whether at this, the final and efficient step, namely the instruction of the schools,—fatal errors are not committed, that vitiate, and to a great degree nullify all the rest?

The methods of instruction which I have indicated, will certainly call for increased labor on the part of teachers. They will necessarily be compelled to prepare themselves specially for every lesson recited, not merely in the language of the text book, but in collateral information in illustrations, in the plans of instruction best adapted to the particular subject in hand, in practical applications; but, when this thorough and radical preparation is complete, when the instructor's mind is a

overflowing spring, welling up from deep fountains its inestimable treasures, how much more creditable will it be to the teacher himself, how much more pleasant, than to stand before his pupils a word-monger, a retailer of a third or fourth rate author's language.

Let teachers but take this course, and it will be no longer supposed that one is able to teach philosophy who can read. The profession of teaching will then take the rank it covets, among the higher professions, for it would be in an eminent degree a *learned* profession. It matters not what study the reform may exact, the happy results to teachers, themselves, will amply repay it all.—*Second Annual Report of Mr. A. J. RICKOFF, Superintendent of Schools in Cincinnati.*

PRIMARY TEACHING.

The most difficult and irksome task the teacher has to perform, is that of imparting the proper kind of instruction to pupils in the primary schools. There appears to be an almost endless round of repetition, and all to no purpose. The teachers will often dismiss a class with the cheering gratification that she has at length, accomplished the arduous and laborious task, of graduating (as it may be called) a promising set of young tyroes, in knowing at least the names and forms of the twenty-six letters of the alphabet; when perhaps, on the following morning, not one in the whole class, will be able to repeat at sight, half of the letters, apparently well known the previous day. Such a result is not only mortifying to a faithful teacher, but it is extremely discouraging. Surely, there must be some better method than that old one, so long patronized by almost all primary teachers.

We made an experiment in our primary school during the last quarter, and were highly pleased with the result.

We had about twenty scholars, male and female, between the ages of five and seven years, who were unacquainted with the alphabet.

We divided them in two classes, as equally as possible, and gave one class to one of the teachers (as we have two in the same room) with instructions to teach entirely upon the old system, and the other class, was to be taught by the other teacher, to learn *words* which she was to print on the black-board.

At the end of the quarter I examined them and found the first generally acquainted with all the letters, and able to spell words of three

letters, while the other class was equally as far advanced, besides being able to read with facility quite a large number of sentences composed of words of one syllable. We did not follow any system as laid down in text books, for we had none, although some advantage might have been derived from a good text book.

This method of teaching young pupils appears to be the most natural and also the best adapted to lead out the budding mind after *things* and *ideas*, rather than abstract names of arbitrary characters.

A pupil will learn the names and forms of the alphabet, as fast as in the old system, and at the same time understand why letters are used to form words, &c. He can remember the word "moon," just as well and longer than the letter "O," for in one place he has the name of something, of which he can converse and gather ideas, while in the other he has only that of a simple character, which changes names as it changes position.

But enough at this time. The subject is certainly one of importance, and should call forth the ingenuity and experience of every teacher who wishes to excel in his position and to advance education.

CANAL DOVER, Jan. 1st, 1856.

Mc.

To many the following lines will bring a recollection of days long since passed away. They will awaken memories sad, but tender and sacred. We lately heard them impressively sung by the "Baker Family," and at once determined to give them a place in the Journal.

— Ed.

TWENTY YEARS AGO.

I've wandered to the village, Tom; I've sat beneath the tree,
Upon the school house play-ground, which sheltered you and me;
But none were there to greet me, Tom, and few were left to know,
That played with us upon the green, some twenty years ago.

The grass is just as green, Tom; bare-footed boys at play,
Were sporting just as we did then, with spirits just as gay;
But 'Master' sleeps upon the hill, which, coated o'er with snow,
Afforded us a sliding place just twenty years ago.

The school-house has altered some — the benches are replaced
By new ones, very like the same our pen-knives had defaced;
But the same old bricks are in the wall — the bell swings to and fro,
Its music just the same, dear Tom, 'twas twenty years ago.

The boys were playing some old game, beneath that same old tree;
I do forget the name just now — you've played the same with me —

On that same spot, 't was played with knives, by throwing so and so;
The leader had a task to do — there twenty years ago.

The river's running just as still, the willows on its side,
Are larger than they were, Tom; the stream appears less wide;
But the grape-vine swing is ruined now, where once we played the beau,
And swung our sweet-hearts — 'pretty girls' — just twenty years ago.

The spring that bubbled 'neath the hill, close by the spreading beech,
Is very low — 't was once so high, that we could almost reach;
And kneeling down to get a drink, dear Tom, I startled so,
To see how much I have changed, since twenty years ago.

Near by the spring, upon an elm, you know I cut your name,
Your sweet-heart's just beneath it, Tom, and you did mine the same;
Some heartless wretch has peeled the bark, 't was dying sure but slow,
Just as that one, whose name you cut, died twenty years ago.

My lids have long been dry, Tom, but tears come in my eyes;
I thought of her I loved so well, those early broken ties;
I visited the old church-yard, and took some flowers to strew
Upon the graves of those we loved some twenty years ago.

Some are in the church-yard laid — some sleep beneath the sea;
But few are left of our old class, excepting you and me;
And when our time shall come, Tom, and we are called to go,
I hope they'll lay us where we played just twenty years ago.

THE PHONETIC ALPHABET.

LONG VOWELS.						SHADE VOWELS	
Ǝ ɛ, eel,	ʌ a, ale,	ʌ ɑ, arm,	Θ e, all	Ω o, oak,	Ω oo; ooze;	Ǝ ɛ, earth,	ʌ a; air.
SHORT VOWELS.							
I i, it,	E e, ell,	A a, am,	O o, on,	U u, up,	W u; foot;	Ɔ a; ask;	
DIPETHONGS.				CONSONANTS			
Ǝ i, by,	Θ σ, boy,	Ɔ ɛ, bow,	U u; new,	Θ ɛ, etch,	ʌ t, bath,	ʌ d, bathe,	Σ j, K ɟ, marsh, rouge, sing.
b,	d,	f,	g,	h,	j,	i,	k,
l,	m,	n,	p,	r,	s,	t,	v,
w,	y,	z,	as usually employed.				

ƆR PREZENT ƆRHOGRAFI Ɔ PRAKTIKAL FƆLYƆR.

Ɔ sistem ov rƆtƆp hwiƆ prosedz akerdƆp tu nƆ rol, and ɔarfƆr sesez tu be a sistem ov alfabetik rƆtƆp ɔltageder, (yuzƆp de tƆrm in its proper sens,) iz, in fakt, a sistem bƆ hwiƆ ɛƆ wurd haz a separat, independent simbol, hwiƆ must be individyuali komited tu memori so ɔat de sƆnd jƆd rekol de sƆn, and de sƆn de sƆnd, and de ɔnli advantaj* ov havƆn ɔez simbolz

kompozid ov porfonz ov a seriez ov 26 non and namd formz, iz de gra~~ter~~ter redines wið hwið de i diskriminats dem, and de pqrts ov eg simbol ma~~be~~be deskribd in wurdz. In pönt ov fakt el de ordinari sistemz ov tegij tu~~red~~red and spel prosed upon dis fundamental fakt. Wun sistem non az "de l~~uk~~uk and sa" metod, duz so wiðst disgiz; de teđer pönts tu a wurd and ut~~erz~~erz de sænd, and prosedz in dis wa wið everi nu wurd until de gild rekognj~~zez~~zez it hwen jon agen. In uder sistemz de fakt iz mör er les disgizd bi te~~qij~~qij fërst de namz ov de several konstityuent pqrts. But in el sistemz de m~~od~~od in hwið spelij iz tet displaz de prinsipl in its naked ugliness. Kolum a~~fler~~fler kolum ov dul simbolz hav tu be komited tu memori bi namij de leters ov hwið de wurdz qr kompozid, de most tedius, most erksum, most irasjonal eksersiz ov a gildz memori hwið it iz wel posibl tu konsev.

If we den konsev spelij az a kontrivans fer rønderij de komunikasjon ov ideaz and ðar prezervasjon ezi and rapid, we must kondem de prezent ortografi az a praktikal falyur.

XR PREZENT ØREOGRAFI A MORAL FÆLYUR.

But ðar iz a hjer sens stil in hwið xr spelij iz a falyur. Tu giv mankjnd de benefit ov de eksperiens ov past ajez, hwið, az we hav stated, manli distingwifex man from brøt, it iz nesasari ðat wun ov de fërst tipz a gild iz tet hwen he iz edyukated, fud be de qrt ov redij, tu be kløsi folød bi de qrt ov rjtij. He haz tu lørn hē tu resev and hē tu komunikat. Nerli de fërst tip, ðen, on hwið hiz mjnd iz eksersizd under de prezent sarkumstansez iz tu komit tu memori de stranj and konfuzd sistem ov spelij hwið disgrasez xr lagwaj. He iz ðarfør praktikali tet tu regqrð de subjekts on hwið he iz eksersizd az subordinated tu nō rol. De menij ov le, er de konstant relasjon ov fenomena az respekts similariti and suksejon, iz not onli wiðheld from him, but iz renderd elmost absurd.

¶ Hw wud tēq de ideaz ov fizikal le from de çanjez ov de wedar. Hwz ov xr spelij qr onli les numerus bekez de number ov xr wurdz iz limited. De gild lørnz, ðarfør praktikali, in its fërst lesonz, tu yeld tu øboriti bljndli, tu sakrifiz el rezon, el komon sens, el nolej, at de sijn ov kustom and røten,—tu tak hiz masterz wurd and ask nō kwestyonz. De mjnd iz krampit, konfjnd, sent bak tu its polip sel, insted ov evøkt {e-ducatus.} A grat moral and lojikal injuri iz dun tu de gildz mjnd, hwið it rekwjrz meni yertz ov uder edyukasjon, yertz ov instrukjon in fizikal nolej tu eradikat, if it inded ever be eradikated. Hens, vjð in konekjon wið edyukasjon, xr spelij iz a grat moral falyur.

THE WEATHER is always a proper subject for remarks. Till Christmas it was the mildest ever known in this region. Since then it has been the most severe. If all the thermometers in creation had formed a conspiracy to see how low they could run the mercury, it could not have been colder. If Dr. Kane had brought the North Pole home with him, it could not have been colder. "Aired boy who makes our fire says, "It beats all for this longitude!" So it does.

EDITORIAL.

RELIGIOUS PRINCIPLE AS AN EDUCATIONAL POWER.

Much is said of the various qualities which tend to success in teaching; and the Teacher who possesses these several characteristics in the highest degree, will be the most successful. Among these educational powers are the Will, Judgment, Industry, Knowledge, Elocution, Politeness and Affection. But we believe that there is a far higher and more influential power than these, though of it we hear little. We mean true *Religion*,—a heart under the power of divine influence, —a spirit which ever responds to the Savior's declaration, "My meat is to do the will of Him that sent me, and to finish His work."

Dinter, whose efforts resulted so gloriously for popular learning, commenced and continued his labors with this pious purpose; — "*I will look upon every child in Prussia, as one who will, on the Day of Judgment, testify against me, if I do not all that I can for its education.*" Engraven upon the tomb-stone of Mary Lyon, are the words she once uttered, — "*There is nothing in all the universe which I so much fear, as that I shall not know and perform my whole duty.*" And it was this deep feeling of responsibility, that impelled her to her blessed achievements.

This principle presents to the Teacher the true nature or character of the pupil, as nothing else can. It impresses on the mind vast considerations, solemn and weighty, of the child's immortality,—its future and eternal destiny. It gives constant remembrance of that young child's relations to those around him, and his relations to God. It urges upon the Teacher the moral, as well as the intellectual and physical, nature and necessities of those whose characters he molds, and whose destinies, to a great extent, he shapes.

This principle awakens in the Teacher true ideas of his responsibilities. It forbids that he should be actuated by motives of selfishness, vanity and ambition, but requires that he live and move among his pupils under the apprehension of the strict accountability to which his God will hold him.

And nothing like this religious principle, can bring him into such intimate sympathy with the experiences of his pupils. For while it will nerve him to *strictness*, and to the practice of needful correctives, it will render him *more kind*, *more gentle*, *more affectionate*. More read-

ily will be joy in their joys, more deeply pity their sorrows. And the exercise of this Christian spirit will gain for him the utmost *confidence* of his pupils. Even the unruly and vicious of his school, will regard his wishes, and obey his rules, where they would utterly defy the authority of one whose conduct is not governed by religious principle.

And what like this is there to *encourage and cheer* the Teacher, amid the hindrances and disheartening facts that often meet him in his school? He is engaged in the service of Him whose cause shall at last prevail and triumph. He relies for strength and success on One whose promised presence and blessing is a support under all discouragements — a joy in his deepest grief,—a light in his densest darkness.

From what we have said on this subject, we must not be understood as taking the ground that a pious Teacher will pursue the same course, in imparting religious instruction in schools organized as are ours, that he would in Sunday schools, and in many other places. Far from it. But after every allowance is made on account of the *un-denominational* nature of the teaching admissible in these schools, does it not remain true, that of all educational powers, *religious principle* is the most influential?

AN INTERESTING EXHIBITION.

By means of our various Benevolent Institutions, the blind are made to see, the deaf hear, and the dumb speak. To be blind, deaf, or dumb, has almost ceased to be a misfortune. But that *idiots* can be made over into Solons and Solomons, is still to us a strange and wonderful thing; though every year the operation is performed. Now-a-days a child can very well afford to be born without a tongue, or eyes, or ears, or brains even, for benevolence will be sure to take him in hand, supply his defects, make him all right, and before he is forty years old he will be Governor, or Congressman.

A previous engagement prevented our remaining through the exercises mentioned below, and we therefore borrow from the *State Journal* the following. It can not fail to interest the readers of *our own Journal*:

EDUCATION OF IDIOTS.—The members of both branches of the General Assembly, and a large number of citizens and strangers, assembled in the Hall of Representatives last evening, to witness an illustration of the mode of educating Idiots so successfully practiced by Dr. Wilbur in the State institution of New

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York, at Syracuse. Dr. W. is returning from a visit to the capital of Kentucky, made on invitation of the members of the Legislature, and has with him two pupils, Natty Meakin and Willie McCabe, lads near 12 years of age, taken four years ago from the Alms House on Randall's Island. They were selected on account of their age, both partially paralyzed and idiots from birth, and both dumb. Dr. W. stated that they entered the institution in December, 1851. They had little knowledge, not even of the most familiar things, scarcely knowing their head from the foot, and were in physical and mental powers far below the class of persons usually regarded as idiots. First learned them familiar objects in the room, next by blocks of wood fitting to places in boards, then distinction of colors and the meaning of pictures. Pupils were then taught to read words on cards, to spell, outline geography, writing, arithmetic and grammar. The development and progress of mind were slow but astonishing, and the illustrations given by the pupils of Dr. W. were deeply interesting. They articulated words with great difficulty and indistinctly, but were quite expert and correct in writing words and sentences on the black-board. In geography they were good scholars of their age, and in arithmetic such proficient as to challenge most pupils in our public schools, even to the reduction of compound fractions. The examination in grammar was also very satisfactory, and notwithstanding their general imbecile appearance, evidenced that they comprehended what they had learned. They went to their lessons with alacrity, and their countenances lightened up as correct answers were given. Dr. Wilbur exhibited numerous specimens of fancy needle work by the pupils of the institution, both by boys and girls, the pupils selecting and arranging the colors. Also patchwork and quilting by them, all very creditable, and showing what can be effected by human patience and skill in re-creating matter and mind.

Dr. Wilbur stated that there are 85 pupils in the institution at Syracuse, 35 of whom could not speak a word when admitted. Many were more advanced than the lads exhibited, but he did not think it advisable to take them to Kentucky as people might suppose from their present appearance that they had never been idiots.

There are about 500 Idiots supported at the public expense in the State of Kentucky, and the number in Ohio must be much larger. Probably there are near that number who are fit subjects for an educational Asylum similar to the one which Dr. Wilbur is the successful Superintendent.

QUESTION AND ANSWER.

MR. EDITOR: — To whom does the title *Professor*, properly belong? An answer to this inquiry will much oblige many of your readers, and especially your friend,

THE SUBSCRIBER.

ANSWER.

Says Webster, the term *Professor* signifies "an officer in a university, college or other seminary, whose business is to read lectures,"

instruct students in a particular branch of learning ; as, a professor of theology, a professor of mathematics."

A few years ago there were very few Professors,—the word was seldom heard. A man might live, in those days, a whole year in continued intercourse with society, and the sight of a live Professor not once bless his vision. Once in a great while, he would see in the papers the names of Prof. Stuart, Prof. Silliman, Prof. Potter, and the like of them ; but to actually meet a Professor, was like meeting a President or an Archbishop. But what a change twenty years have wrought ! To-day you can not go to the market or the post-office, without meeting Prof. Brown, Prof. White, Prof. Green, or Prof. Gray. And on your way home, you will catch a glimpse of Prof. Snooks, Prof. Stubbs, Prof. Muggins, or Prof. Bumble: You drop in at the village hotel, and from the register you learn that "Prof. Simon Snob" passed through the place only three days before. Some pleasant morning a pompous youth enters your school room. He is too young for mustaches, but old enough for a slouched hat, a shawl, a cane, and a cigar. You mentally inquire, "who *has* come now?" He introduces himself as "Professor George Washington Bugg." On his way west, he had kindly called to inform you of his being in town.

Yes, Professors now are as plenty as militia captains, or the lobby members of our legislature. But what *sort* of professors are they?—Olmsteds, Stowes, Mitchells? Hardly. There is Prof. Brown ; he is principal of the union school in Frog Hollow. Prof. White teaches a singing school in Snakeville. Prof. Green lectures on biology in country school houses ;—*admission*, one dime ; children half price. Prof. Gray is a ventriloquist.

Ohio has comparatively few of these titled dignitaries. In some of our small villages we hear of them ; but most of our respectable Teachers disown the honor, excepting such as are in truth Professors, or officers of colleges and other institutions of high grade. In looking over the list of names of gentlemen attending the late meeting of our State Association, we find that but *two* "Professors" were present. But in the published minutes of a recent educational meeting in a neighboring State, the word "Prof." occurs fifty times. This, however, is no business of ours. If they like the idea of a "mutual admiration society," no particular harm can result therefrom. We answer the inquiry propounded, by a reference to the dictionary.

But we can not lay down our pen till we have given utterance to some of the many unpleasant remembrances we have of a certain self—

styled Professor. He introduced himself as "Professor" So-and-so. In conversation, he spoke of himself as "the Professor." When he left, he gave us his card, which repeated the magnificent title, "Professor." And he was precisely right in taking this honor to himself, for never did a mortal man *profess* to know so much. He could beat old Rabbi Rabbi himself, in boasting. We can never read of Iagoo, in the SONG OF HIAWATHA, without thinking of that said Professor:

"Very boastful was Iagoo;
 Never heard he an adventure
 But himself had met a greater;
 Never any deed of daring
 But himself had done a bolder;
 Never any marvellous story
 But himself could tell a stranger.
 Would you listen to his boasting,
 Would you only give him credence,
 No one ever shot an arrow
 Half so far and high as he had;
 Ever caught so many fishes,
 Ever killed so many reindeer,
 Ever trapped so many beaver!
 None could run so fast as he could,
 None could dive so deep as he could,
 None could swim so far as he could;
 None had made so many journeys,
 None had seen so many wonders,
 As this wonderful Iagoo,
 As this marvellous story-teller!
 Thus his name became a by-word
 And a jest among the people;
 And whene'er a boastful hunter
 Praised his own address too highly,
 Or a warrior, home returning,
 Talked too much of his achievements,
 All his hearers cried, 'Iagoo!
 Here's Iagoo come among us!'"

EDUCATIONAL INTELLIGENCE FOR FEBRUARY.

O H I O .

COLUMBUS.—The House Committee on Schools, have reported in favor of suspending, for two years, the operation of that part of the school law which relates to *libraries, apparatus*, etc. No other change in the law is recommended. The Senate Committee have not yet reported. What action will be had on the report, we can not tell. But as many towns have received a few books, and need additions to make out respectable and useful libraries, and as parts of sets of appa-

ratus have been distributed, which can be of little utility without complementary parts, it certainly is to be regretted that the law should be suspended, even for the brief period proposed.

A bill has been reported in the Senate for securing a geological survey of the State. It appropriates \$12,000 per annum to this object;—creates the office of State Geologist, at a salary of \$2,000 per annum, with an Assistant at \$1,500. It provides for a State Cabinet of minerals, etc.

A bill for the establishment of four *Normal Schools* in the State, agreeably to the petition of our Teachers' Association, has been introduced into the Senate; also a bill to establish a *State Reform School*.

One other thing, of interest to some Teachers, should, in this connection, be mentioned. It is proposed to repeal the law which taxes a man's debts. As their debts are about all the taxable *property* which many Teachers own, small trouble will assessors and treasurers have with *them*, should the repeal be made.

Ex-President Hitchcock, of Amherst, has given here a course of lectures on Geology. It can not be necessary to prove to any intelligent reader, that all who heard were deeply interested.

Rev. Dr. Baird has recently given four exceedingly interesting lectures on Europe.

LEBANON.—We have before us the Circular of the *S. W. State Normal School*, located at Lebanon; also the "Normal School Advocate," of the same place. The school seems to be in a highly flourishing condition; and the "Advocate" is an able and highly interesting exponent of the spirit and force of the gentlemen who have it in charge.

Charles Rogers Esq., of Dayton, is President of the Board of Trustees. Mr. Alfred Holbrook is Principal of the school. Mr. J. P. Ellinwood is Editor of the *Advocate*.

STATISTICS.

Value of Building,	\$10,000
Value of Land, 3 acres,	600
Value of Apparatus in use,	1,200
Value of Library of Text-books,	2,000
Number of Volumes in Library of Reference Books,	350
Number of Male Teachers employed,	3
Number of Female Teachers employed,	2
Number of Male Pupils enrolled in Normal Department,	33
Number of Female Pupils enrolled " "	32
Number of Male Pupils enrolled in Model Department,	17
Number of Female Pupils enrolled " "	18
Total number of Pupils enrolled during First Term,	100

SPRINGFIELD.—A writer in the *Nonpareil*, speaks in the highest terms of the condition of the Public Schools in that city. The following is a brief extract from his article:

"The system adopted in the schools, is one peculiarly adapted to the youthful mind, and then, by its congeniality, insures the advancement of the pupil. Indeed, we have never before witnessed an equal progress in scholars as that instanced in the schools of our city, at this time.

"Too much praise cannot be rendered to Mr. Hurtt, for his attention and diligence in his position, and our citizens should be proud of their good fortune in securing his services.

"Every one on the occasion referred to, manifested the liveliest gratification at the order, system and progress of the scholars, as also with the urbane and gentlemanly Teachers, one and all. We would advise all our citizens to avail themselves of the opportunity, and pay a visit to the place of their children's instruction, assuring them of a most cordial reception."

SIDNEY.—We are indebted to the *Bellefontaine Union School Offering* for the following :

A FINE MONUMENT.—The Rev. Mr. M'CAUGHN, of Sidney, is one of the leading spirits in erecting for himself and others, and the town of Sidney, one of the finest monuments, when completed, to be found in Western Ohio; a monument not of marble for military glory, or warrior's valor, not the records of undeserved fame, but a monument of NOBLE DEEDS.

This praise-worthy work will be completed in about one year. It is to be built of brick, four stories, and 95 by 100, and finished in the most approved style, at an expense of about \$25,000. Long will the children and youth of Sidney, with grateful hearts, remember such kindness so freely bestowed; and as a reward we would but ask, that he might live to witness the realization of his highest hopes, the verification of the words of the Prophet: "Cast thy bread upon the waters, and after many days thou shalt find it again." S. C. O.

WOOD COUNTY.—A writer in the *Visitor*, of Maumee City, gives the following encouraging account of the schools in Wood county:

SCHOOLS.—Our winter schools are now in session, and never before probably were so many in operation at the same time in our county. The fair compensation now paid teachers has induced numbers to engage in the calling who could do better heretofore in other pursuits. The same reason has led many young men and women to prepare themselves for that business, who would otherwise have engaged in other occupations.

* * * * *

We also think, that our teachers go into the work now with higher, broader and nobler views than heretofore. As they reflect more and more upon the subject, its importance gradually expands upon their minds, their thoughts and views are lifted up, and they begin to realize the momentous responsibilities resting upon them. These are nothing less than the developing and fashioning of immortal spirits. Great is he who is equal to the task.

* * * * *

Another consideration, flattering to the future prospects of education in our community, is found in the fact, that school officers, when seeking for instructors, make inquiries in regard to their qualifications, rather than how cheap they may be obtained. The sentiment is gaining strength, that high priced teachers, well qualified, are much the cheapest. Directors are becoming satisfied that their action, heretofore, has been dictated by penny wisdom and pound foolishness. Well will it be for our youth when this truth shall become universal throughout our country.

Another evidence of the healthy state of the public mind of our county upon this subject is presented in the condition of our school houses. The log buildings, with oiled paper instead of glass, have given place to neat, tidy and commodious frame or brick structures. A commendable degree of care also has

been exercised in furnishing them with desks, blackboards, apparatus, etc. We query whether there is another county in the State more fully supplied with good school houses.

LUCAS COUNTY.—Our young friend, Oliver Lenardson, teaches a school in Washington township. On the 12th ult., he was tried before the Probate Court, on a charge of "assault and battery." It appeared that a big bully of a boy had grossly insulted his Teacher, and had received a very snug whipping in return. For this Mr. L. was arrested, tried before a Justice (!) and bound over to appear before the higher court.

Well, the day of trial came—the court-house was thronged—three lawyers took part on each side—at the end of two days the case was submitted to the jury, who, after five minutes deliberation, returned a verdict of "Not Guilty." This is the second trial of the kind had in that county within the last three months. In both cases the accused were acquitted.

I N D I A N A .

The State Teachers' Association held a very interesting meeting at Madison, on the 25th, 26th and 27th days of December last.

Mr. Henkle offered the following resolutions, which, after considerable discussion, were adopted :

Resolved, That this Association will publish an Educational Journal, similar in size and typographical execution to the Ohio Journal of Education; that this Journal be conducted by nine editors appointed by the Association, one of whom shall be styled the Resident Editor; and that the Journal shall be furnished to subscribers at one dollar per annum.

Resolved, That the Executive Committee be authorized to contract for the publication of the Journal at Indianapolis, and fix the salary of the Resident Editor.

Members of the Association present subscribed for four hundred and seventy-five copies; and it was announced by Mr. Cole, that W. B. Smith & Co., of Cincinnati, had donated two hundred dollars to the Association towards defraying the expenses of the Journal.

The committee to nominate editors reported through their chairman, Mr. Hurty, as follows:

Geo. B. Stone, Indianapolis, Resident Editor; W. D. Henkle, Richmond; E. P. Cole, Evansville; G. A. Chase, Greencastle; Rufus Patch, Ontario; B. T. Hoyt, Lawrenceburgh; Mary F. Wells, Madison; M. Jane Chamberlain, Indianapolis.

Charles Barnes, of New Albany, was chosen President; and the Association adjourned to meet in Lafayette, on the second Wednesday in August next.

We have received the first number of the *Indiana School Journal*, and can assure our readers that it is among the best of all our exchanges. But when we remember that they take the *Ohio Journal of Education* for their model, and call away from *Ohio* such men as Messrs. Henkle and Hurty, to help them, it should be expected that our Hoosier brethren would get up a nice thing in the way of a paper.

GREEN MOUNT COLLEGE.—We have heard of a change in this institution, by which its former proprietor, John Haines, retires from the arduous duties of his position to the coveted pleasures of private life, and Profs. W. D. Henkle, M. C. Stevens and J. S. Wilson, now assume control. Mr. Wilson was formerly prin-

cipal of this school, and the ability with which he conducted its affairs, proved satisfactory to all.

W. D. Henkle is to take the Professorship of Languages, M. C. Stevens the department of Mathematics, and J. S. Wilson that of the Natural Sciences.—They have each the department best suited to their talent and inclination, and to say they are qualified for their respective positions, would be merely to repeat what is already acknowledged by those best capable of judging. The classes of Green Mount have been quite as thorough as in any similar institution in the country, and have given their Alma Mater a wide spread popularity through this State, Ohio, and the West generally.

We understand it is the intention to introduce a Normal department, in which those who wish to become teachers can have especial instruction in the practical as well as the theoretical duties of their profession; but this will not be permitted to usurp the rights of other classes, which will be continued as heretofore.—*Richmond Palladium.*

P E N N S Y L V A N I A .

The Normal School at Lancaster, of which Prof. J. F. Stoddard is Principal, is in a very flourishing state.

A resolution has been offered in the Legislature to repeal the law which creates the office of County Superintendent.

Gov. POLLOCK IN THE PUBLIC SCHOOLS OF HARRISBURG.—On Tuesday, Governor Pollock, accompanied by the Deputy Superintendent, the County Superintendent, and Board of School Directors, visited the various public schools in this borough. In every instance the Governor and his escort were handsomely received, and the occasion was one of unusual interest.

N E W Y O R K .

The following is an extract from the recent Message of Gov. Clark:

"I can not regard our school system as complete, until it shall extend free academical instruction to every child, residing in the State, desirous of its benefits. This can be done, by placing all the schools in each town under the control of a Board of Education, charged with the duty of general superintendence, of selecting suitable text and library books, supplying proper apparatus, grading the schools, and establishing in each town academical departments, or high schools, whenever a majority of the inhabitants shall deem it proper; or the Boards of Education in adjacent towns may combine to secure this result, where the territory is limited, and the means of a single town are inadequate to the purpose. This policy would remove the objection which is now urged, that the masses have no direct interest in the welfare of institutions imparting academical instruction. The benefit of such instruction would be offered to all the children of the State."

NORMAL SCHOOL.—Prof. S. B. Woolworth has been elected Secretary of the Regents of the University, in place of Dr. Beck, creating a vacancy in the Principalship of the Normal School, which has been filled by the appointment of Prof. Cochrane. Prof. Charles Davies has accepted the chair made vacant by the resignation of Prof. Plympton.

We have room for no further news in our present number.

THE OHIO JOURNAL OF EDUCATION.—Upon reflection, we have thought it best to extend the time for procuring subscribers, with a view to the premiums offered in the February Number, to April 25th. We do so because of the fact, that the vacations in many schools occur in April, and this will afford Teachers time for this business. About 200 new subscribers were secured during the month of February. March ought to give us 1,000 more. We trust that all Teachers will feel an interest in this matter. Our big-hearted friend, E. W. L., from the very small village of Waterville, has sent us *eleven* subscribers, and is getting more. If all our friends would do proportionably well, the *Journal* would soon boast 50,000 subscribers.

 In our next number, we intend to commence a series of letters to the children of Ohio. This we shall do with the hope of interesting and benefiting our young friends, and rendering the *Journal* a more welcome visitor in the family circle.

A WORD TO CONTRIBUTORS.—Please be patient. We can not put every thing into the *Journal* at once, and *some* things we never can.

CORRECTION.—Page 76, for "*MARY*" EASTMAN, read *MARTHA* EASTMAN.

From various sources we learn that **TEACHERS' INSTITUTES** will be held as follows:

Franklin, Portage Co., March 17, continue two weeks.

Lexington, Richland Co., March 24, one week.

Newtown, Hamilton Co., March 27, three days.

Winchester, Adams Co., March 31, one week.

Canal Dover, Tuscarawas Co., March 31, one week.

Georgetown, Brown Co., April 7, one week.

Batavia, Clermont Co., April 15, one week.

Mr. JOHN G. STETSON, a graduate of Bowdoin College, has been appointed Principal of the High School in Columbus.

Mr. JOHN EATON, Jr., late Principal of the Clinton Street School, Cleveland, has been chosen Superintendent of the schools in Toledo, in place of A. Smyth, resigned.

Mr. A. BURTON PALMER, late Principal of the Mayflower Street School, Cleveland, has accepted the appointment of Principal of the Toledo High School.

Prof. ALPHEUS CROSBY, of Dartmouth College, has been chosen Principal Editor of the "*Massachusetts Teacher*."

Rev. ALONZO H. QUINT, of West Roxbury, has been appointed member of the Massachusetts Board of Education.

DIED.—In Peru, Huron county, on the — ult., Miss Mary McCutchan, daughter of Rev. John McCutchan, aged about 21 years.

Miss M. received the greater part of her education, including a thorough knowledge of Latin and Greek, under the tuition of her father. Subsequently she spent one year in the Perrysburgh High School. She taught schools in Fremont and Toledo. At an early age has she fallen a victim to consumption. Her friends are consoled by the confidence that Mary had chosen that good part which insures everlasting blessedness.

THE
Ohio Journal of Education.

COLUMBUS, APRIL, 1856.

WHAT WE SHALL READ, AND HOW.

BY REV. WILLIAM W. WILLIAMS.

We are unquestionably a reading people. It cannot indeed, well be otherwise; for go where we will, books are at hand tempting us with their white pages and fair print. Books in the drawing room — books in the library, and books in the servants' hall. Books piled upon dusty shelves — books arranged tastily upon the center table, and books stowed in the lofty garrets. Books of every color — yellow, red and green — books of every size, from the miniature to the folio — books bound in every style; in cloth, in morocco and gilt, in velvet and clasps — books bound in the antique — books that are *half calf* and books that are *all sheep*. Books for the nursery and books for the study — books for the workshop and books for the office — books to be *read* at home and books to be *glanced at* by the way. Books upon all themes, from the manufacture of pastry to the constitution of a solar system — books learned in the mysteries of science — books deep in the speculations of philosophy — books stubborn in their array of facts, and books crowded with the fancies and fictions of the imagination. Books that are the products of a day, and books that are the labor of years — books clipped from the columns of a newspaper, and books collected from the pages of a magazine. Books that sing the songs and embalm the legends of the almost extinct Indian — books that are sad with the wail of the oppressed, or black with the hate of the enraged worker; and books that are blotted with the tears and stained with the blood of the enslaved African. Books which fill the pockets of the publisher, while they empty the brain of the reader; and books, which though they have impoverished their authors, are full of mental treasure for their purchasers. Books of all ages — from the deciphered hieroglyphic, dug

from the buried libraries of Nineveh, to the ephemeral production of yesterday. Books of all degrees of worth, from the treatise that will be authoritative with coming generations, to the silly love-tale, that is forgotten in an hour. Books are every where. Steam presses produce them by the thousand. Every body reads books; almost every body makes books. It is possible that too many books are made — that *too many* books are read.

Here is unquestionably a rich mine of invaluable treasure, open to every comer — a fountain of which all are free to drink; and there is perhaps hardly any other thing, that so much influences the intellectual and emotional development of our people, as their reading. It is therefore, a matter well worthy of consideration, and particularly on the part of those who supervise our educational interests.

The result of this pursuit must necessarily depend very much upon the object which induces it, and the manner in which it is prosecuted. Widely different is the effect which is produced upon the butcher, as the result of his occupation, from that which the anatomist experiences from his dissections, though each carves flesh and separates joints, for the one has his mind intent only upon juicy steaks, and fat roasts and noble joints, while the other is intent upon his study of the constitution of the body, the relations of its members and the functions of its organs. As widely different, will be the result of reading the same book in two persons, one of whom only aims to “catch the run of the story,” while the other studies the style of the author, or the grouping of the scenes, or the customs of the time in which the plot was laid, or the delineation of character which it presents.

There is a great diversity of motive in selecting, and of manner in perusing the books which are read. Some read, as the debauchee eats after a revel, to stimulate an appetite the healthy tone of which has been impaired by excess; and as he selects the most highly seasoned and strongly flavored dishes, they choose only such books as abound in maudlin sentiment, or improbable incident; now absorbed with some insipid love scene, and then gloating over some unnatural crime; here taking in greedily the most depraved doctrine in morals, and then adopting the most pernicious maxims in politics.

Other readers are like the gourmand who devours all that is set before him, overloading the stomach, overtaxing digestion and inducing unnatural appetites. So they devour every book which falls in their way, crowding the mind with an immense store of unselected and unarranged matter — some of it valuable, no doubt — but whatever is useful

lost amid any quantity of rubbish, until they make of themselves, at best, but aggregations of material so unwieldy, as only to be a burden to themselves, and objects of unadmiring wonder to others.

Then again there are readers who select and read books, as a gentleman of means and leisure, who understands and regards the laws of his constitution, selects for his table. His board is spread with many rare dainties, and tempting viands, but all chosen with a view to the healthy action of the system which they are to nourish. He eats but to have his cheerfulness and kindly feelings preserved so as to shed a genial influence over all who come within the sphere of his good nature. So these readers select the choicest books — those which will give the mind pleasant thoughts and bring it into healthy, though not severe action. They become well informed people, and have at full command what they have acquired from the books they have read; but never aim or care to become hard students, to labor with the difficulties of science, to unravel the mazes of philosophy. Nevertheless memory is well stowed with important truths, and its chambers hung with beautiful and tasteful pictures of the imagination.

Others still are like the laboring man who selects the strongest and the most nourishing food, and whose quickened appetite makes him crave that which is hearty. His digestion, quickened by exercise, is equal to any thing he lays upon it, and his hard labor quickly works up what he consumes. So these readers, by hard mental labor, quickly digest what they read, and it soon becomes incorporated with their own intellectual faculties, and gives them mental ability for any undertaking, and leaves them with an appetite for the strongest mental aliment.

The last two classes of this enumeration only, read to much or any advantage. The others select the least worthy books, and so read them that the little good which they contain is not secured. These two things therefore, lie at the foundation of all profitable reading; a judicious selection of books, and a *proper* perusal of what we read.

To lay down any rule for selection, among the books which claim our attention, that shall be of universal application, would be difficult in the extreme; because there will be so many things personal to the individual making the application of such, and which should be taken into account. One's occupation in life may justly have its influence in determining this choice — the taste, either natural or acquired, which one has for certain kinds of reading — the faculties of mind which must require development, reason, memory, or imagination; these are import-

ant points to be considered in selecting our books. Some useful end should, however, always be had in view, in choosing what we will read.

Something more than mere recreation may be and should be accomplished by this means, not that bare recreation as an object of pursuit is not sometimes admissible; but in the matter in question this end may always be attained, and at the same time, some positive advantage enjoyed — some useful thought suggested — some faculty developed — some refinement of taste or feeling secured, or some fact added to memory's store. The books we read may always bring us some advantage of this kind; at the same time they afford us pleasant recreation.

The particular advantage sought, may be determined by our peculiar necessities. It may well be some acquirement, which shall be of practical application in the department of labor, which one has chosen for life. It is the most natural thing in the world, that improvement in this direction should be a leading desire, and so wide is the range of subjects, covered by the books which invite our perusal, that no one need be at fault in the gratification of this desire. But the inclination to give undivided attention to that which pertains to our vocation, sometimes requires to be restrained. The pictures drawn in a recent number of one of our popular monthlies — pictures of a blacksmith, all chest and arms; of a *danseuse*, all legs; of infants, assorted, according to their phrenological developments, some to be made poets and some artisans — these pictures, pleasant as they are as fancies, would not be pleasant as facts. We would not see such things in nature if we could. Nor should that be regarded as the highest style of man, which presents extraordinary ability in one direction, and bare mediocrity or less, in every other. Our reading may, perhaps more than almost any thing else, be made to restore that just and harmonious balance of powers which our ordinary pursuits are likely to disturb. Books furnish remarkable facilities for preserving or restoring the equilibrium of the mental faculties. If the imaginative faculty be deficient, here can be found the most graceful and the most beautiful, the most imposing and the grandest pictures, upon which to nourish this faculty. If already it be unduly developed, here can be found the plainest realities, and the most stubborn facts, with which to moderate its excess. If memory be deficient, histories presenting us with facts and dates duly arranged, and holding always certain fixed relations, furnish us with a most desirable discipline for this power. And so with almost any excess or deficiency in any mental faculty; the books which we read, if rightly *chosen and properly used*, will do much in correcting the defect.

A taste for certain kinds of reading not infrequently has too much influence in determining our selections of what we read. To yield wholly to its decisions, is to submit that the scope of the faculties be narrowed more and more down to that one line. Following this bent, one man covers his table only with novels; another stores his shelves with nothing but historical works: some live always amid the figures and fancies of poetry, and others care only for philosophical or scientific works.

In selecting books for reading, these two things should therefore be kept in view. The acquirement of what will be practically useful, and the maintenance of a well balanced mind.

Besides these, a healthy tone of the emotional nature should be guarded. There are many books, the influence of which in this respect can hardly be too much deprecated. These emotions which characterize humanity, when correct in their tone, and called into exercise as they should be, are the ministers of the highest joy which we experience. But their adjustment is exceedingly nice, and their susceptibility most delicate; and like the nerves of the physical system — these telegraphic wires over which sensation is so quickly conveyed, which when healthy in their condition and rightly acted upon, administer greatly to our happiness; but when diseased or abused, bring us the most excruciating pain, so these very emotions which minister so much to our well-being, need but be deranged in their adjustment, in order to afflict us with the most deplorable evils. If by any means their sensitiveness be impaired, then will they be incompetent to the offices for which they were given us. If it be unduly increased, then will the objects which ordinarily appeal to them, call them into such exercise as shall be painful to endure. The aim of many authors and the whole tendency of many books, seems to be, most violently to act upon these emotions; and the result is as if a player should drive with all his power upon the keys of a delicately strung musical instrument, his only desire to make its strings vibrate with the utmost intensity. Soon its melody would be destroyed, and every sound that it would give forth would be a discord. The human heart is an instrument, the tone of which once destroyed, it is no easy matter to restore to its original delicacy and sweetness. Books which have no other attraction or recommendation, than that they make the heart thrill with wild emotion, and from beginning to end keep the feelings strained to the highest degree of excitement, ought therefore to be very sparingly read.

It is hardly more important however that books be well selected,

than that they be carefully read, for the benefits to be derived from it are more dependent upon the manner than upon the amount of our reading.

Truly to discriminate between the valuable and the worthless, is one of the first requisites here. Not like Swift's "true critic," who he says "in the perusal of a book is like a dog at a feast, when thoughts and stomach are wholly set upon what the guests fling away, and consequently is apt to snarl most when there is the fewest bones" — not so. The most concern a man need give himself about the worthless in a book is that it be well thrown away. The mind should however, be thoroughly given to the views, the facts, the theories, the speculations or whatever it is, for which principally we have selected any book; for without this, it is as impossible to derive advantage from this method of instruction, as from a living teacher to whom we do not yield our attention. There is indeed more necessity for an effort at application, for the living teacher, conscious of a want of interest or attention on the part of his pupil, can adopt expedients suited to the emergency, while the book must depend upon its own mute pages for whatever interest it awakens. The mind then *applied* — the attention, the reflection and the memory in exercise — all the faculties alert, whatever of worth a book offers, will be appreciated, and may be enjoyed. To read to advantage, is something more than mere pastime. The facts which claim consideration must be scrutinized, and compared with our own experience and observation, or what we have otherwise established as true. The views advanced must be examined, and compared with the facts for which they attempt to account, and with what is already well established that legitimately bears upon them. Reasonings are to be followed, not only to the immediate deductions of the author, but to the more remote conclusions to which they lead.

Historical works will always furnish us with an abundance of matter for study, for under every important event there recorded, there is a case for the reader to analyze; back of each there is a motive which he may with profit examine; for a knowledge of the past is chiefly useful as an indication of the future: And it is upon the supposition that human nature is in its general characteristics the same in all ages, upon the supposition that like motives will lead to like results, that we may forecast the future from what we know of the past.

In looking forward to judge of what may be in order that we may modify our action to accord with it; we have only the existing motives, and influences from which the event is to take its shape, and our judg-

ment of what these influences will result in, must be based upon our knowledge of what like influences have heretofore produced. That reader of history who most diligently and truly apprehends the producing causes of the incidents recorded, will read to most advantage.

The reader of any book, will do well also, if it be possible, to inform himself of the author whom he consults—what is his capability to deal with the subject he attempts to discuss—what are his principles—what his prejudices, and what his personal relation to the subjects treated. If for instance, the “decline and fall of the Roman Empire,” be read; let him remember that Gibbon was an infidel. If it be the history of England, let him bear in mind that Hume was a skeptic, and that Macaulay is a Whig. Or if he reads scientific works, it may be well to inquire if the author has any hobbies to ride, or favorite theories to the maintenance of which he is pledged, which might cause that some fact be concealed or passed over lightly, and undue weight given to others. To be correctly informed in this matter will put one on the alert to discover any concealment, and to scrutinize more closely the points which are passed over lightly. Often a little attention to the matter will enable us to discover the characteristics of our author, in this respect, from a simple inspection of his book.

The degree of confidence we are to give to the books we read, is another point which is important for us to consider. There is but one book in all the world, in which we can safely repose absolute confidence; but one book the teachings of which we must believe against all other evidence. All other books may be appealed from. Extremes are often fallen into in this matter. One will dispute every assertion of his author, ridicule every new idea, deny every statement that differs from his belief and come from every book he reads with a better opinion of his own knowledge, and a poorer opinion of all who differ from him. Another receives as true whatever can get itself printed. He reads, only to swallow the most absurd theories, to believe the most improbable assumptions, to be carried away with the most shallow philosophy, and to assent to the weakest sophistry. To maintain a golden mean in this matter, is the great desideratum. The established reputation of an author for learning and ability in the matter of which he treats, may well give his opinion, weight. But even here if the reader desires the greatest advantage from his labor, he must not be content with adopting conclusions, upon the naked authority of any writer, but strive rather to trace through the processes by which his author arrived at his conclusions, or otherwise to test their correctness. Reading will, as a general rule, be

most profitable, as it makes the reader *think* upon what it presents for his consideration; as it arouses to action, and thus develops and strengthens the faculties of his own mind. It is always capable of something more, and something better than simply to exercise and store the *memory*. It may expand the intellect and better the heart. It is not so much the number of books one reads, as it is what and how they are read. That maxim "beware of the man of one book," has truth for its basis; for if the one book be the right book, a concentration of the mental powers upon its facts and suggestions, may call forth intellectual power of no mean capacity.

The advantages of books and the reading of books, to those who have in charge the educational interests of the people, can hardly be overestimated. To those to whom these interests are entrusted, is committed the responsible duty of shaping the intellectual development of the future. The literature of the day is the mirror, in which is represented the character of the thought and feeling of the present, and by making himself acquainted with what is here represented, as the present condition of intellectual culture, the skillful teacher will readily apprehend what will be the wants of the future. He can here see what are the prominent characteristics of the parent, and can thus the better judge to what discipline the child should be subjected. The literature of the day is the chart in which are laid down a thousand currents, which in giving proper training to the youth, the teacher must boldly and resolutely stem, or one of which he will do well wisely and skillfully to take advantage. Through its revealment of what *is*, it shows what *ought to be*, at the same time that it indicates the true course to be pursued in order to the attainment of the desirable. So also does it furnish many implements which may be employed in this work. It is an armory, full of well polished shafts and strong engines; every improvement quickly finds its way into it, and may here be examined, its merits passed upon, and it if worthy adopted. Whatever department of education is assigned to a teacher, the literature of the day will furnish him many and invaluable auxiliaries in his work. The teacher should therefore by all means be a diligent reader. His interests all urge this duty upon him. But there is some danger that he may neglect this. It can hardly but be that close application to the duties of the school room, or the Professor's chair, and the book-drudgery which is necessary to these duties, will make the thought of carrying his book-examination and study outside of this sphere, a weariness, and awaken a reluctance to general reading, thus leading him to neglect nearly all other

intercourse with books than that which his daily tasks render necessary. If there be such an inclination it should be resisted. Not that we would have a teacher always tied to some book ; but he should, if possible, be well posted in the better literature of the day. The rules already laid down, as to what and how we should read, will apply in this case without essential modification. Here the useful and the practical should be prominently sought, for it is the moulding of useful lives with which the teacher has to do. By that we do not mean that it is desirable for him to confine himself to plain fact and dry argument. A man may learn of the processes of nature as truly and as well by plucking flowers from the garden as by blasting fossils from the rocks; so may we learn of man and of mind by snuffing the perfume and enjoying the delicate and varied colorings of his imagination, as well and as truly as by searching out his discoveries or laboring through with his reasonings. There will, perhaps, be an inclination on the part of the reader to confine his readings to the department of which he is a professor, and that would be allowable here more than in almost any other occupation. Yet such is the relation and the dependence of all branches of learning to and upon each other, that he will be the best qualified to teach who, while he excels in his own department, keeps himself well informed in other branches. The effect of our literature meets the teacher in another shape, either to render him invaluable assistance or sadly to defeat his efforts. We refer to the effect that his reading has upon the student, either to increase or destroy his power of application. These results may be seen especially in our higher schools and universities. Too often it is the case, that youth have indulged so much in a kind of reading which has so weakened their mental energies, and acquired habits of reading so superficially, that when they come to grapple with the more difficult studies of the higher branches, they are entirely inadequate for the labor. In this view of it our educational interests are greatly affected by the literature of the day ; and the conservators of these interests may well feel a deep interest in what is read, and how.

TOLEDO, MARCH, 1856.

Consider whether we ought not to be more in the habit of seeking honor for our descendants than our ancestors ; thinking it better to be nobly remembered than nobly born, and striving so to live that our son's sons, for ages to come, might still lead their children reverentially to the doors out of which we have been carried to the grave, saying, " Look, this was his house ; this was his chamber."

TASTE AND REFINEMENT IN THE SCHOOL ROOM.

Let us have taste and refinement in the school-room, as well as science and professional skill. Let us have grace and beauty of proportion, as well as solidity and strength, in whatever is wrought out in school duties and school life. Let us, at least, pay our respects to the ideal and spiritual, as well as to the material and tangible. But must we not necessarily neglect something highly, *more* highly important, if we do this? Not in the least, my dear friend. In this pleasant labor, you polish the shaft without diminishing its strength. The truly useful will be useful still, with ornament and beauty substituted for what is unsightly and repulsive.

Do your pupils shut the doors of your school-room carelessly, and greatly to your own and others' annoyance? Suppose you have a *special exercise* in opening and shutting doors as often as may be necessary, until *every* pupil will be *certain* to open and shut a door properly and noiselessly.

Do your pupils wear heavy boots, and tread heavily and clumsily upon the floor, or do they walk affectedly across the room? Why not have a *special exercise* in walking the room, in which your own ideal of propriety shall be exactly represented?

Do your pupils rush to their several classes and exercises, like a crowd after a fire-engine? What harm will there be in *special training* to fix habits of propriety, from which they will never dare or desire to depart?

Perhaps many, or most of your pupils, are kind and respectful in their intercourse with their associates and others, who visit them at their *own houses*, and yet throw off the restraints of propriety and politeness in the school-room. *Possibly*, you do a little of the same thing yourself. Will your labor be lost if you try to keep up as good a standard of propriety and respect in the school-room, as prevails among the best families of your patrons? *Are you not ashamed to be content with any lower standard?* Oh, but you have a great deal to do—many recitations to hear—haven't been in this school but a little while—your *predecessor* did not keep much order. Well, because you have very much to do, you must take the hardest possible method of doing your work; because you have just commenced in your school, you can not be expected to do *any thing* right; because your predecessor was

incompetent, what right has any one to expect ability in you : Shame on your pitiable excuses ! If you are really fit for your duties as teacher, let it be manifest at once. If not, resign your position.

It is, of course, to be remembered that many school-rooms are very inconvenient and unpleasant, that many pupils are ignorant and uncultivated ; but a poor man's home need not, necessarily, be a receptacle of filth, nor a poor man's fireside the abode of coarseness and vulgarity. So a plain, cheap school-room may be pleasant, and even attractive. A school of very humble pretensions to proficiency in science, may be hallowed by pure associations, and loved, respected, *reverenced* for its culture and practice of purity and refinement.

In a future communication something more specific and in detail may be offered upon this topic.

C.

MODES OF CORPORAL PUNISHMENT IN SCHOOLS.

We are aware, that a large portion of our modern teachers have exploded King Solomon's plan of driving foolishness from the heart of a child by the rod of correction, and not believing that as things now are, "He that spareth the rod hateth his son," think that children should be controlled entirely by *moral* suasion. We do not wish to discuss this matter now ; but would simply ask those who believe that corporal punishment is sometimes *necessary*, how it can be best administered ?

One teacher seizes a little fellow by the collar, shoulders or arms — no matter where — jerks him through the house to the no small peril of stoves and desks, and then shakes him until he is frightened out of two years' growth ; the teacher himself appearing more like one intoxicated, or like some lunatic, than like a sane man, cool and decided. This mode has the advantage of being convenient, and of ready and informal application ; moreover, it allows the teacher the privilege of saying that *he* can govern *without whipping*. Of course it would be well to have the school-room furniture, and perhaps the necks of the children, insured.

Another carries a switch with which he periodically brightens the countenances of his pupils without calling them from their seats. This he does, not only because it is, in his opinion, *necessary*, but also because *habit* has made it easy. This mode is indeed open to some un-

important objection ; such as personal indignity, endangering the eyes and the like, but aside from these, it is highly commendable.

We cannot stop to enumerate all the approved modes of punishment ; such as boxing the ears, pulling the hair, throwing ferules and even knives, and various kinds of prolonged torture ; such as standing on one foot, or holding a stick in the mouth, but must leave each teacher to exercise his ingenuity for himself.

But to speak seriously, if corporal punishment must be inflicted, how should it be administered ? We are glad that the use of the ferule is now almost unknown. We believe that such inflictions are not only *cruel*, but physiologically objectionable, as liable to produce permanent injury. The same might be said of *large* rods. Some have even ventured to use a thong or raw-hide, but this, public opinion will not endure.

Happy is he who can dispense with all of these modes, and yet keep his pupils under rigid control. We reverence the teacher who has so gained the affections and respect of his pupils, that his slightest wish will be their law.

NEANIAS.

DENISON UNIVERSITY, MARCH, 1856.

CIRCULAR OF FEMALE EDUCATION COMMITTEE OF THE DIOCESE OF OHIO.

To the Clergy and Laity of the same :

At the Diocesan Convention, in June last, the following resolution was adopted, to wit :

“ That a committee of five be appointed by this Convention, of which the Bishop of the Diocese shall be chairman, to receive donations for the purpose of aiding in the Education of Females within this Diocese, and to expend the same as they shall deem proper to carry out the object of the donors, and to make report of their doings from time to time to the Convention.”

In pursuance of the above resolution, the following were appointed the committee, viz :— The Bishop of the Diocese, the Rev. J. McElroy, the Rev. C. Reynolds, J. W. Andrews, Esq., and S. N. Sanford, Esq.

The committee have appointed S. N. Sanford, Esq., (the efficient and zealous head of the Episcopal Female Seminary at Granville,) their agent for the furtherance of the end in view, and have requested their chairman, the undersigned, to address this circular to the Clergy and Laity of the Diocese, explaining the views of the Committee and the object of the Agency.

Mr. Sanford, as far as his other occupations may permit, will visit the various sections of the Diocese ; and in preparation for his work, we do not think it necessary, in this paper, to enter into an exhibition of the importance of a sound, religious education for the daughters of Episcopalians in Ohio ; meaning by

such education, not only education in Christian truth and life, so far as human means can give it, but also education in all such branches of knowledge and mental training as properly belong to the culture of women, and that under the guards and guides and motives of Christian principle. It would be a profitable theme in the right place. But our circular has no room for it.

Nor does it belong to our present purpose to say what measures may be wisest for our Diocese to adopt for the most permanent and satisfactory promotion of such education; or to consider the previous question whether as a Diocese, it would be wise to proceed any further than the carrying out of the measure now on hand. Time and effort may teach us for the future.

The present object of the Committee is simply, through the efforts of an Agent, who after long experience in the practical work of educating the female mind, possesses a high and merited reputation for efficiency and wisdom therein, and who is earnest to extend far and wide the benefit of a sound, Christian education, *First*, to draw the attention of Episcopalians in Ohio to the serious consideration of what is due from them, as parents, and as professing Christians, in regard to the promotion of such education as we have described, among the daughters of this Diocese; and, *secondly*, to obtain, by donation, such pecuniary means as will enable the Committee to place and sustain at approved Episcopal Female Schools, such young persons of our Church as are properly qualified in mind and character, and who cannot otherwise provide for the expense of such education.

It is very important that our Church should furnish its full proportion of well qualified female teachers. There are in this State, about seven thousand females engaged in teaching. How many of them are furnished from our congregations?

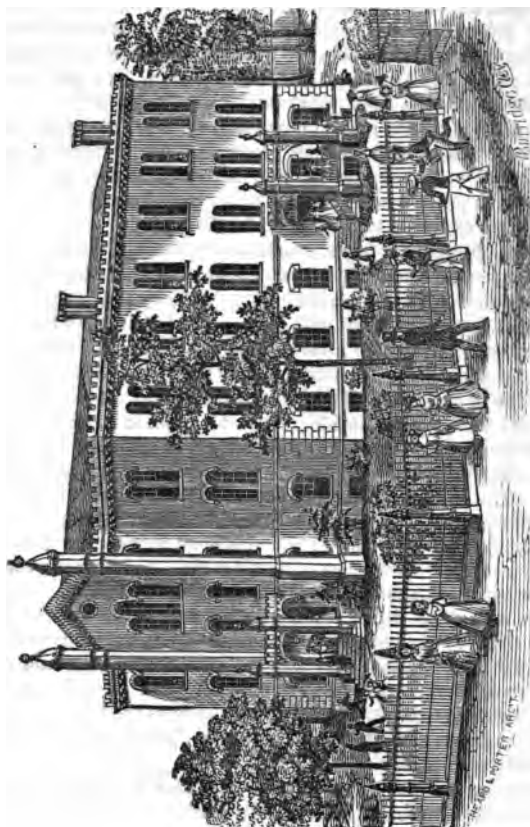
It is now proposed, should the efforts of the Agent be sufficiently successful, to establish a fund by which the Committee may defray the expenses, at certain institutions, to be selected by them, of such young persons as are of suitable character and qualifications, and can not meet the expenses out of their own means, or those of their friends. The principles and rules governing the Committee in such benefactions, to be in general such as the following:—

- 1st. A good repute in the beneficiary for exemplary deportment, and for soundness and soberness of mind.
- 2d. An earnest desire to be qualified by education for active usefulness in life.
- 3d. Readiness to learn, diligence in study, and a habit of strict economy.
- 4th. Preference giving to such as aim at being qualified for the office of teachers and give promise of usefulness in that line; and especially if they be daughters of clergymen of the Episcopal Church in Ohio and in need of such aid.
- 5th. The assistance rendered to be considered as a loan to be returned to the fund when the beneficiary is really able to restore it.

For more detail, the Committee must refer to the Agent; whose cause they desire affectionately to commend to the kindest consideration and regard of all who desire that the great natural power, ordained of God, for influence over the welfare of mankind, in this world and the next—the *mind and heart of woman*, may be well furnished with the lights of knowledge and the strength of Christian principle and motive, so that it may be, among us, every where, what it was designed to be, “the mother of our peace and joy”—the good leaven of all social being—the mightiest human power to preserve from corruption and to lead in the way of truth and purity and eternal life.

In behalf of the Committee,
Cincinnati, Jan. 11, 1856.

CHAS. P. McILVAINE, Chairman.



CLEVELAND CENTRAL HIGH SCHOOL.

THE High School was organized July 11th, 1846, and for the first six months was open only to boys. For five years and upwards, it was taught in the basement of the Prospect Street Church, when it was removed to a wooden building on Euclid street, erected for its temporary accommodation. In September last, the school again migrated to rooms in the Prospect Street School House, to get out of the way and noise of workmen engaged in the erection of the new building. April 2d is the day set for the return of the school, not to the old, but to the new house, now completed and ready to be occupied.

Heretofore the school has been strictly an English High School; but

classical studies are about to be introduced, and a parallel and distinct course of study prescribed.

As a matter of history, it may be well to mention the fact that at the time the school was opened to both sexes, the course of study, being deemed too difficult and extended for girls, was considerably narrowed, especially in mathematical studies, and they were permitted to stop at certain points, and here and there drop out a study altogether. In justice to the young ladies, however, it should be stated that they indignantly refused to accept of this charitable arrangement; and from that day to this, they have traveled the same path marked out for the boys—climbing the same rugged steeps, and mounting as high.

The school will open on the day mentioned above, with about 120 pupils, under the charge of Mr. Emerson E. White as principal.

The new building, a cut of which is given on the opposite page, measures 60 feet in front, by 90 feet in depth, and is three stories high above a basement. The front is built with white sand stone—the other walls are of brick.

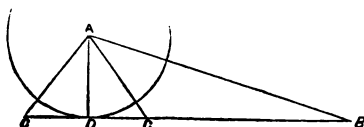
The basement is 9 feet in the clear. In front are entrance rooms, one for each sex, furnished with the usual conveniences for washing, lodgment of umbrellas, over-shoes, etc. A room 57 feet by 30 is finished for girls' gymnasium; and another, somewhat less in size, the floor of which is of flagging stone, is designed for boys to use in cold or stormy weather, when they prefer to spend their recesses within doors. Other basement rooms are used for fuel and the furnaces, which heat the upper rooms of the building. The first story above the basement, is divided into four rooms, two of which are to be occupied for the present by two primary schools, one for a lecture room, and the other as an office for the Superintendent of Instruction. These rooms are all twelve feet in height. Upon the second floor is the main hall, occupied by the High School. It is 54 by 57 feet, and is furnished with single desks of a sufficient number to seat 152 scholars. Two spacious recitation rooms open into the back part of the hall. Back of the teachers' platform, are two private rooms for the use of the teachers. The rooms of this story are 15 feet in the clear.

The upper, or third story, is occupied by a large hall 75 in length by 57 feet in breadth, and is 18 feet high. It is designed for examinations, exhibitions, etc. The whole cost of the building, including furniture, and other appurtenances, is about \$19,000.00.

“UNFINISHED BUSINESS” FINISHED.

MR. EDITOR — As the Mathematical Department of the Journal has been discontinued, (I am very sorry for it,) method demands that there shall be no “unfinished business.” With this view, I herewith submit a solution to Problem 32, published in the September No. of last volume. I forwarded the same solution more than two months ago, but suppose it was miscarried. If it does not meet the case, will some of your correspondents tell why?

PROBLEM 32. *To construct a triangle having given the base, altitude and difference of angles at the base.*



Suppose the triangle determined, and represent it by ABC , whose base $BC = b$, altitude $AD = a$, and the difference of whose basal angles $= d$. Let the smaller angle $B = x$: then $C = x + d$ by hypothesis. From A as a center, with radius $AD = a$, describe an arc of a circle, and it will be seen that DB and DC are respectively tangents of DAB and DAC , and consequently co-tangents of their complements, x and $x + d$. Hence the equation, $\text{co-t. } x + \text{co-t. } (x + d) = b$; or, putting for $\text{co-t. } (x + d)$ its value, (see Trigonometry,) and we have $\text{co-t. } x + \frac{\text{co-t. } x \text{ co-t. } d - R^2}{\text{co-t. } x + \text{co-t. } d} = b$, a com-

plete quadratic. Resolving by the usual methods we find $\text{co-t. } x = \frac{b - 2 \text{ co-t. } d \pm \sqrt{4R^2 + 4 \text{ co-t.}^2 d + b^2}}{2}$. Make $R = \text{unity}$ by putting

$\frac{b}{a}$ for b , and we find x in terms of a , b and d . Then having the angles B and C , $(x, x + d)$, we may construct the triangle as required.

If the angle $x + d$ is obtuse, as $AC'B$, $\text{co-t. } (x + d)$ is negative. This is as it should be, for then we shall have the base equal to $BD - C'D$.

W. H. YOUNG.

OHIO UNIVERSITY, Feb. 23d.

NOTE. Several friends of the *Journal* have expressed dissatisfaction with the action of the Executive Committee in regard to a Mathematical Department. We have considered ourselves bound by their vote, but after reflection we concluded to insert the above, and suggest to the Committee the propriety of reconsidering their decision.—ED.

SR ORTOGRAFI AN AKTIV ENEMI TU EDYUKASJON.

It wud be ezi tu fo dat sr spelig iz an estetik falyur and a filolojikal falyur; dat it prevents us from akwrijig sum yuniferm standard ov pronunsiaſjon, or from lernip de real ganjez hwiġ hav takn plas in de kors ov ajez durip de formaſjon ov sr laggwaj; dat it throz grat hindransez in de wa ov sr studi ov komparativ filoloji and de akwiziſjon ov modern laggwajez fer de sak ov praktikal interkomunikasjon; but on dez materz we forbaſ tu dwel. Ea must okur tu everi tipkiſ mynd. Ea qr born st bi konstant eksperiens; da qr ov de tipz hwiġ admit ov no dxt.

But it iz nesesaſi tu rekur tu de edyukafonal efekts ov sr prezent, ortografi, fer da qr at wuns de most important, and de most jenerali felt. Ea wun grat pont iz, dat wid sr prezent spelig it iz a log and veri difikult proses tu lern tu red, and a stil logger and mor difikult proses tu lern tu rjt. De konsekwens iz dat gildren qr forst tu wast yerz over akwrijig de pser tu yuz de mer tolz hwarwidel tu dig st nolej. In grat Briten, hwar daſ iz no organizd sistem ov komon skolz, and hwar gildren go tu skol veri yug, and lev after spendip, on an averaj, not mor dan aten munts at skol, it haz bin kalkulated bi de akut skol inspektor, Rev. Kanon Mozli, dat "probabli wun hqf" ov de gildren ho frekwent de Ingliſ naſjonal and uder skolz fer de wurkiſ klasez, "must lev de skolz and be abserbd inta de laboriſ komyniti ov de kuntri widst beip abl tu red." Ns, eldo it bi no menz foloz dat doz ho kan red and rjt, qi, and red and rjt wid de gratest ez and korektnes, qr in eni respekt edykated, yet it iz kwjt serten dat doz ho qr not abl tu red and rjt wid sum degre ov ez, qr entrlri uninstrukted. Ea sistem ov instrukſjon at sr skolz duz not admit ov edyukafon beip kondukted widst redip and rjtig.

Ea grat soſjal mizeri, den, hwiġ Ingliſ spelig produsez in Ingland, iz de wont ov edyukafon amup de pepl. And evn in de Yunited Stats, hwar ev-eri gild enjez de oportuniti ov instrukſjon in de komon skolz, de tjm hwiġ iz stil wasted over de nesesaſi preliminari ov lernip tu red, detrakts mug from de valy, ov de edyukafon givn, bekez it deprivz de teġer ov de oportuniti tu giv dat uder instrukſjon and dat uder tranip hwiġ konstituſ real edyukafon, hwjl de veri serkumstans ov havip tu teg a subjekt ov de natyur ov sr ortografi, givz de gild a fels tranip, a bend in de roy direkſjon, a sumdiſ tu unlern in hiz veri ferst lernip. Ea proses ov instrukſjon in redip iz daſfor not merli no asistans tu uder tegip, but absolutli a detriment. Sr ortografi iz daſfor an inkubus hwiġ el edyukatorz must be dezirus ov skariſ; not merli a pasiv obatakl tu be overkum, but an aktiv enemi hwiġ iz perpeſyuali ledip de pupil inta fels padz.

ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 108.—Has a teacher the legal right to open his school with prayer?

ANSWER.—On this extremely delicate and important matter, I have not been able to find any decision of the Supreme Court of this State. But in the State of New York it has been decided under a School Law, similar to that of this State, that "teachers may open and close their schools with prayer, and the reading of the Scriptures; provided they take care to avoid all controverted points or sectarian dogmas."

In some States it has been held that teachers cannot claim this right as a matter of course; but that school officers may, in the exercise of a sound discretion, permit them to open and close their schools with prayer, provided the inhabitants of the district do not seriously object, and provided also that the harmony of the district would not seriously be disturbed thereby.

If the teacher, in his prayers, avoids all sectarian dogmas, and does not improperly consume time, I do not see why he may not be permitted to do what he believes to be his conscientious duty for the welfare of those committed to his charge, by appropriately invoking the blessings of God upon his important and responsible labors, as by properly addressing or lecturing his pupils upon the importance of a strict adherence to the principles of truth, justice and morality.

But the teacher should not insist on this privilege, nor should the local directors grant it in cases where it would create dissatisfaction in the district, or induce a portion of the inhabitants to withdraw their children from school, because of *sincere* conscientious scruples on this subject.

The question as to the right of opening a school with prayer is one of great delicacy, and should be treated accordingly. In a matter of such grave character, involving the interests of religion, the freedom of conscience, and a sense of duty, school officers, teachers, and the inhabitants generally, should exercise great forbearance and a spirit of conciliation. John C. Spencer, one of the most distinguished jurists in the State of New York, while acting as Superintendent of Common Schools in that State, decided a similar question as follows, viz: "Prayers cannot form any part of the school exercises, or be regulated by the school discipline. If had at all, they should be had before the usual hour of commencing school in the morning, and after the hour of closing school in the afternoon. If any parents are desirous of habituating their children to the practice of thanking their Creator for his protection during the night, and invoking his blessings on the labors of the day, they have a right to place them under the charge of the teacher for that purpose. But neither they nor the teacher have any authority to compel the children of other parents, who object to the practice from dislike of the individual or his creed, or from any other cause, to unite in such prayers.

"And on the other hand, the latter have no right to obstruct the former in the discharge of what they deem a sacred duty. Both parties have rights; and it is only by a mutual and reciprocal regard by each of the rights of the other, that peace can be maintained, or a school flourish. The teacher may assemble in his school room before nine o'clock, the children of those parents who desire him to conduct religious exercises for them; and the children of those who object to

the practice, will be allowed to retire or absent themselves from the room. If they persist in remaining there, they must conduct with the decorum and propriety becoming the occasion. If they do not so conduct, they may be dealt with as intruders."

In the same State, it was held by Gen. John A. Dix, an eminent statesman and jurist, that "the teacher of a school may open it with prayer, provided he does not encroach on the hours allotted for instruction, and provided the attendance of the scholars is not exacted as a matter of school discipline."

In a case which came before Henry S. Randall, Superintendent, and which set forth that in a certain common school "the religion and faith of Catholic children were interfered with by their being compelled to 'join in prayers,' and 'to read and commit' portions of a version of the Bible of which the Catholic Church disapproves," he said: "In theory, I have never been able to doubt that intellectual and religious instruction should go hand in hand. To divorce them entirely, and to bestow attention on the former only, is to draw forth and add to the powers of the mind, without giving any moral helm to guide it; in other words, it is to increase the capacity without diminishing the propensity to do evil. To banish religious education from the schools is, in a multitude of instances, to consign it to the care of the vicious, the ignorant, the careless, or those who feel that they have no time to attend to it. The placing of it in its natural connection with intellectual education in the school room, has met, however, in our country, with serious practical obstacles.

"The government, not relying on the ability or willingness of every part of the State to maintain efficient schools for the education of the young, by voluntary contributions, and recognizing the imperative necessity of universal education for the maintenance of our civil and political institutions, organized a general common school system, and made provisions to aid those sending to school, in sustaining it by the payment of a large sum annually from the treasury. To prevent this money from being misapplied, it prescribed the conditions on which it shall be received and expended; and it created a special State officer, with administrative and judicial powers, to carry out and enforce the system. The common schools were thus clearly made a government institution. To introduce into them, or permit to be introduced into them, a course of religious instruction conformable to the views of any religious denomination, would be tantamount to the adoption of a government religion—a step contrary to the constitution, and equally at variance with the policy of a free government and the wishes of the people. To form for the schools a course of instruction which could bear the name of a religious one, and which would meet the views of all, was manifestly impossible. To give every sect a *pro rata* share of the school moneys to enable it to support its own schools, and teach its own system of religious faith in them, would be to divide into a dozen or more schools the children within the territory convenient for attendance on a single school, and in which the support of all the inhabitants is frequently scarcely adequate, with the aid of the public moneys, to sustain a single efficient school. Indeed, under this arrangement, a single indigent family would often be required to support its own school, to go without any, or to violate its conscience by joining with others in one in which a religious system was taught wholly at variance with its own. There are other reasons which have gone to convince the public mind of the impracticability of carrying out such a plan so as to attain the object sought—the education of all the people—which do not require enumeration.

"In view of the above facts, the position was early, distinctly, and almost universally taken by our statesmen, legislators and prominent friends of education—men of the warmest religious zeal, and belonging to every religious sect

—that the instruction in our public schools should be limited to that ordinarily included under the head of intellectual culture, and to the inculcation of those general principles of morality in which all sects, and good men belonging to no sect, can equally agree.

"We have seen that even prayer—that morning and evening duty which man owes to his Creator—which even the pagan and savage do not withhold from the gods of their blinded devotion—which, conducted in any proper spirit, is no more sectarian than that homage which constantly goes up from all nature, animate and inanimate, to the bountiful Giver of all things—has been decided by two eminent jurists as inadmissible as a school exercise within school hours, when seriously and conscientiously objected to by any portion of the inhabitants of a school district.

"This decision has been acquiesced in without a murmur, by the whole religious public. The intelligent religious public have felt that there was no middle tenable ground between religious instruction—strictly so called—in our common schools, and the broadest toleration.

"Compelled by circumstances to adopt the latter position, they have embraced it in its most comprehensive import, and have nerved themselves to the task of supplying a lamentable omission in the public schools, by increased assiduity to the spiritual wants of their offspring in the family circle, in the Sunday School, and in the Church. In our crowded cities, where poverty sinks to its lowest ebb, and vice puts on its most unmitigated forms, where multitudes of children would receive no religious instruction from or through the instrumentality of their parents, voluntary Church and individual organizations are putting forth their endeavors to supply such instruction. Many, doubtless, are not reached by these efforts; nor would they be reached if religion was taught in the common schools, for the children of the extremely poor and the vicious oftentimes could not or would not attend them."

Believing that the foregoing opinions and decisions may now be regarded as the well settled rule in the premises, and that they are founded on principles of equity, and in accordance with that spirit of entire religious toleration which characterizes our constitution and laws, and which ought to characterize every institution founded by the State, I feel no inclination to gainsay them.

Let it be distinctly understood, however, that if no objections are raised against religious exercises in school, if the exercises are of reasonable length, and if the teacher takes care to avoid the discussion of all controverted points, or sectarian dogmas, he may conduct those exercises during school hours.

H. H. BARNEY,
Com. of Common Schools.

We were conversing with a young lady, some few evenings ago, at a literary re-union, and as she had been introduced as a poetess, we of course touched on poetry. It was not many minutes before she had run through the stereotyped list of favorite authors, when she concluded with Byron, asserting her conviction that he was the greatest poet that ever wrote. We modestly hinted that we preferred according that distinguished position to Shakspeare, upon which, with an unaffected laugh at our simplicity, she cried, "Why, Shakspeare wasn't a poet; his plays don't rhyme!"—*Ex.*

A GOOD TOAST.—Woman, the morning star of our youth; the day star of our manhood; the evening star of our old age. God bless our stars!

EDITORIAL.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER I.

DEAR CHILDREN:

In the March number of the Journal of Education, I promised to commence in this number a series of letters to you. I do not know *all* the children in Ohio, but I very often think of them all. I hope in these letters to write some things which will please and instruct you. I shall not write in such a style as I should use if addressing older people. Nor shall I write as though I were addressing *very* young children, say, children three or four years old; for while you are not men and women, you are not babies. If there are some people who know more than you do, there are also some who do not know as much. It is to the *school children* of Ohio that I write. There is a good deal of difference between school children, for some of them are not more than six years of age, while others are three times as old. But I shall adapt my style to the capacities of the youngest, while I hope that the facts which I shall mention will interest the older.

Now, children, do you wonder what put it into my head to write you these letters? Well, I will tell you. In one of the towns of Ohio, there are more than one thousand children with all of whom I am acquainted. I think a great deal of those children. Indeed, I can say that I love them very much. A few weeks ago all the children of one of the schools in that town, united in writing me a letter—that is, they appointed one of their number to write for them all. I was very happy to receive their interesting communication, and while thinking about writing back to them, the thought struck me that it would be a good idea for me to write some letters for all the children in the State. I shall call you all *my* children, though I do not wish you to call me *father*. For if had all the children in this great Buckeye State to provide with board, and clothes, and books, and slates, and every thing else that children need, I should want more *dollars* than I now have *cents*. I do not expect ever to visit you all at your homes, or in your schools. I shall sometimes visit different parts of the State, and very likely some of you will see me in some of your schools, or elsewhere. But I will invite you all to come and visit me at Columbus. I should be very happy to see you here, and would do all that I could to make the visit

pleasant to you. There are a great many things in Columbus which would excite your interest. This city, you know, is the Capital of Ohio. The Capital of a State, you are aware, is the place where the Governor and other State officers reside, and where the Legislature meets to make laws for the government and welfare of the people. I think that Columbus is a very pleasant city. It is beautifully situated upon the east bank of the Scioto, and contains about 25,000 inhabitants. When you come here to visit me, I shall go all about the city with you, and show you the "lions." One day we will go to the State House. It is not completed yet, but when finished it will be the best building of the kind in America. It has already cost about a million of dollars, and it will take about as much more to complete it. Some parts of it are exceedingly beautiful, and it is all built in a very substantial way. I should think it would last about as long as the mountains will, for it is almost all made of stone and iron. You will be surprised when you see the stairs. They are very long and high and beautiful, and are made of nothing in the world but stone. Each step is composed of a single block of stone, cut and carved in a very handsome manner. These steps are locked one into another, and thus hold themselves up without any other support. At first you will think it very dangerous to step upon them, for fear that they will fall and you get your heads broken. But when you come to look at them closely, you will find that they are perfectly safe.

Another day we will look in upon the Senators and Representatives, those wise and learned men, — about two hundred in all, — who have come here from the different counties of the State, to make laws and speeches for the good and glory of the Buckeye people. Children ought to understand better than most of them do, the government and laws under which we live. I have not time to tell you much about these things now, but when you come here we can talk more on the subject, and when I have told you all I know about it, you can call on Governor Chase and Governor Ford, and they will tell you all the rest.

Another day we will visit the *Lunatic Asylum*, where you will see nearly three hundred insane, or crazy people. From there we will go to the *Institution for the Education of the Deaf and Dumb*. There you will find about one hundred and fifty boys and girls who talk, not with their tongues, but with their fingers. It is a funny way to talk, but it does very well for those who are used to it. Then we will go to the *Institution for the Blind*, where you will see one hundred and fifty children and youth, not one of whom can see you. They cannot see

their dearest friends, nor the sun in the heavens, nor the flowers, nor any thing else. You will feel very sorry for them, but you will be greatly interested in your visit. And then I will go with you to the Penitentiary, or State Prison, where we shall find five hundred men and boys who are there confined on account of the crimes which they have committed.

But, dear children, I can write no more at present. In the next *Journal* you shall hear from me again. I do not pretend that *this* letter is on any particular subject. It seemed to me best to make it *introductory* to future letters. I have now introduced myself to you, and we shall meet again in the May *Journal* as old acquaintances.

Good bye, for awhile.

EDITOR.

SPIRIT OF THE EDUCATIONAL PRESS FOR MARCH.

THE AMERICAN JOURNAL OF EDUCATION, Hartford, bi-monthly, Henry Barnard, LL. D., Editor, contains eighteen able and well written articles, of which the first is a notice of the *Peabody Institute*, at Danvers, Mass., with a portrait of its generous founder, George Peabody Esq., of London. Among the other articles are—*Education among the Hebrews—Improvements practicable in American Colleges—Method of Teaching Greek and Latin—Biography of Ezekiel Cheever*—from which we copy the following lines :

“ Wherefore, my child, behave thyself,
so decently in all assays,
That thou may'st purchase parents love,
and eke obtain thy Master's praise.”

Scientific Schools in Europe; Moral Education; System of Public Instruction in St. Louis, with a splendid engraving of the High School in that city. The number contains a vast amount of Educational Statistics. It is a work of high interest, invaluable to those who are able to appreciate it, but to most Teachers not so well adapted for usefulness as are the Educational Papers of the several States.

THE AMERICAN JOURNAL OF EDUCATION AND COLLEGE REVIEW, New York, Absalom Peters, D. D., and Hon. S. S. Randall, Editors, contains articles of the highest value. Among the more interesting are *Bem's Method of History; Public Libraries; a Review of the life of Amos*

Lawrence; A Tabular view of Academies, Collegiate and Classical Institutes, etc.

It will be remembered that the Hartford L.L. D. and the New York D. D. undertook the publication of a National Educational Paper, but as two cannot walk together except they are agreed, they obtained a divorce from each other, and the result is that we have two *Journals*, bearing the same name, of about equal merit, and either of which is, doubtless, greatly superior to what the contemplated one would have become, had these brethren continued to dwell together in unity.

THE MASSACHUSETTS TEACHER is, as usual, filled with interesting matter, led off by a continuation of Mrs. Mather's Prize Essay on *the True Mission of the Teacher*. From this article we make the following extract :

"Since the moral faculties are man's highest endowments, it would seem that intellectual education should always subserve the moral, and not the reverse, as is too frequently the case. Do we not sometimes cultivate the intellect to the detriment of the heart? Does not the system of reward and medals, offered to pupils who can jostle aside their comrades and scramble to the highest place, foster a selfish ambition, which in subsequent life develops itself into a ruder competition for wealth and professional or political ascendancy? Do not the ostentation and vanity, so often encouraged by the display of school exhibitions, stimulate a thirst for public admiration, which in after life manifests itself in an extravagant display of costly dress and furniture, often ending in bankruptcy and ruin?"

THE R. I. SCHOOLMASTER.—The March number is a gem, containing nearly one hundred articles upon thirty-two pages. Of course none of them are suns or moons, but they are stars of various magnitudes, all bright and beautiful. Read the following extract :

Not long since we were conversing with a prominent teacher, and sought to detain him a little longer than his business seemed to warrant. "I cannot stop now," said he, "I must be at my school room."

"Are you always thus prompt?" we inquired.

"Yes," said he, "and that is the best way to teach my pupils to be always in time. I have not been a moment behind the time of commencing my school in two years, and during the six years I have been teacher, I have never lost fifteen minutes, all told, from my school-room, by being late."

As he left us, we thought we discovered one reason, at least, why our friend was a successful teacher.

THE CONNECTICUT SCHOOL JOURNAL furnishes *A Glance at the New Haven Schools*—a first rate article; *The Ambitious Youth; Taxation for Schools*, and other good things "too numerous to mention."

THE NEW YORK TEACHER is chiefly occupied with the Annual Report of the Hon. Victor M. Rice, State Superintendent of Public Instruction.

Like all the productions of his pen, it is a thoroughly elaborated paper, and affords a highly encouraging view of educational interests in the Empire State.

THE PENNSYLVANIA SCHOOL JOURNAL is, as usual, devoted to a great extent, to the publication of the proceedings of County Institutes. It however contains several addresses of rare interest, one of which closes with the following words:

Pass the Electro-magnet over iron concealed in dust and dirt, and it comes forth obedient to the mysterious power. Pass the magnet of education over human society, and you call forth talent that would otherwise lie buried in obscurity. You open springs that will gush forth to fertilize the fields of Art, Science, and Literature. Millions will thus be rescued from ignorance and all its attendant vices, redeemed from the bondage of superstition, and elevated to the dignity of rational beings.

THE MICHIGAN JOURNAL OF EDUCATION opens with an article on *Home and the Family*, the spirit and tone of which are indicated in the following extract:

"God setteth the solitary in Families." The family is the primary and fundamental Divine ordinance. First in order of time, and first in the order of nature, stands the family as the primary social arrangement among men. Before the state, before the church, exists the family, and has in itself the germs of both state and church. It is the parent and nurse of whatever among men is humane and gentle, affectionate and generous, noble and pure. It is the primary school which God provides for his human children, and into which he casts us to be educated, for all that after-life of ours here and hereafter.

This is followed by *Union Schools; Study of Language; The Teacher's Home*, and various other articles, all excellent, all timely.

THE INDIANA SCHOOL JOURNAL has for its leader *The Teacher*, which starts off on this wise:

Every profession has its quacks, as well as its true men; and in no profession is the former class more abundant, than in that of the teacher."

This is followed by *Colleges and Public Schools; School Buildings; Greenmount College*, of which an unusually fine engraving is presented; Editorial Notes of a journey from Richmond, Ia., to Philadelphia, and back again, — well told.

THE ILLINOIS TEACHER for March we have not received.

THE CANADA JOURNAL OF EDUCATION is one of our most spirited and valuable exchanges. It has inspired us with a desire to visit Toronto in the character of a learner. We would gladly publish extracts, but our limits forbid.

Of the local educational papers in Ohio, we have received only *Our Exponent*, of Norwalk. This is a small but interesting sheet,

conducted by the pupils of the High School in that village. From it we learn that

"NORWALK is a village of 3000 inhabitants, and enumerates 736 persons of school age, or between five and twenty-one.

In the public schools, nine teachers are employed, and about four hundred and seventy pupils enrolled, with an average daily attendance of about four hundred and twenty. Of the teachers, four are employed in primary schools, two in secondary, one in the grammar, and two in the High School department.

The school year consists of forty weeks, and is divided into three terms; one of sixteen weeks, commencing on the last Monday in August, one of twelve, commencing on the first Monday in January, and one of twelve, commencing on the first Monday in April.

The High School contains, at present, sixty-four pupils. Its accommodations consist of four rooms; the school-room proper, capable of seating one hundred and twenty pupils, a recitation room, one for Library and Cabinet, and the Apparatus room or Laboratory. The Library contains about 500 volumes; the Cabinet includes a fine set of Geological and Mineralogical specimens; and the Apparatus, most that is necessary for experiment and elucidation in Natural Philosophy and Chemistry.

The tuition is \$4.50 per term of twelve weeks.

THE KENYON COLLEGIAN is like its predecessors, full of life and fun. Those who consider laughter a sin, better not subscribe for the *Collegian*.

THE MARIETTA COLLEGIATE MAGAZINE, conducted by the students of Marietta College, is a literary Journal of high merit, and as it takes for its motto "*Semper Crescens*," which signifies, in English, "every day becoming bigger," we entertain high hopes for its future greatness.

Success to the Kenyon and Marietta boys. They are all *our* nephews, the "children of Israel" and Lorin, our own brothers, if they will acknowledge the relationship.

EDUCATIONAL NEWS FOR MARCH.

COLUMBUS.—Both Senate and House committees have reported against any *essential* modification of the school law. Still, many members of each house are not quite satisfied with those reports, and it is possible that they may be somewhat modified. We hope and *believe*, however, that the law is safe. As the Legislature has voted to adjourn on the 9th instant, the question will very soon be decided. We judge that more than three times as many names have come in for letting the law alone, as there have asking for changes.

Note.—An explanation is due our readers. In our last we stated that the House committee had reported in favor of suspending the operation of the *library* feature of our school law, for two years. They did determine so to do, and we were,

by the chairman, so informed; but after the *Journal* was printed, they so modified the report as to leave this point as it was in the beginning, is now, and ever should be. There is little prospect that anything will be done for Normal schools. The Reform School is in a rather more hopeful way.

The festival at *Granger's Commercial College*, held on the 4th ult., was an occasion of much interest. Addresses were made by Gov. Chase and other gentlemen. Miss Mary A. Short contributed a poem, which was read by Col. Harris, and received with applause. This College is deservedly enjoying high prosperity.

CLEVELAND.—The *Herald* speaks highly of a recent examination of the High School, of which Mr. E. E. White is Principal. It was manifest that the pupils had received a thorough training, and that they perfectly understood the branches in which they were examined.

A streak of good fortune visited Mr. W. in the past month. He acts as *Lecturer of Commercial Computations* in one of the Commercial Colleges of Cleveland. At the close of one of his lectures, he was agreeably surprised by the reception of a splendid copy of "The Spectator," in six volumes, as a token of the respect in which he is held by the students.

Mr. C. S. Royce has given instruction in Phonography at Bryant, Lusk & Stratton's School during the past winter, and his success has been highly satisfactory. We should be glad to see this important branch of learning more generally pursued in all our schools.

HOPEDALE.—The Normal School has just closed a pleasant and prosperous session. The attendance has been about 70 in the *Normal*, and 90 in the *Model* School. The next term will commence on the 8th instant, and its prospects are highly encouraging.

THE SENECA are a wide awake tribe. At the meeting of their County Association, lately held at Rehoboth, addresses were made by President Keifer, of Heidelberg College, Messrs. C. C. Nestlerode, and A. Schyler, which, with their resolutions and other good deeds, were indicative of an upward and onward movement in that part of the State. But what most excites our admiration, is the fact that twenty-four persons subscribed for the *Journal of Education*!

NORTH-WESTERN OHIO.—On the 8th ult. the teachers and other friends of education, met at Maumee City, and organized an Association, embracing nine counties, as an auxiliary to the State Teachers' Association. The *Nor'-Westers* were evidently excited on the subject, and talked and acted like people who mean to show the rest of mankind that some things can be done as well as others, if not better. Just hear how they talked on one subject, and take that as a fair sample of the spirit which pervaded the crowd:

"The committee on Circulation of the *Ohio Journal of Education*, reported the following plan for extending its circulation, which was accepted and adopted:

"1st. That one person in each county be appointed by the Executive committee, to correspond with the township Boards of his county, urging them to avail themselves of the provisions of the law, as interpreted by the School Commissioner, in reference to taking the *Journal*.

"2d. That the Secretary of this Association be instructed to correspond with the several Boards of Examiners in the counties embraced in this Association, urging them to use their influence to induce candidates for examination to become subscribers for the *Journal*."

Want of space forbids further "news" in the present number.

NOTICES OF BOOKS.

N. B. *We shall notice such books only as may be presented for examination and review, except in instances when we believe that the interests of our readers would be promoted by a deviation from this rule. We can not promise an immediate attention to all books which we may receive, and must be governed by the condition of our columns, and by our ability to command time.*

A HISTORY OF ALL NATIONS, from the earliest periods to the present time. Illustrated by 70 stylographic maps, and 700 engravings. By S. G. GOODRICH. New York and Auburn: Miller, Orton & Mulligan, publishers, 1856.

"Peter Parley" never wrote a poor book, and in this History he has outdone all his other works. It contains, in 2 vols., 1221 large octavo pages. In its narration of facts, it is truthful and fair; in its generalizations and deductions, just and philosophical. Its style has that cheerful and animated tone for which all the writings of Mr. Goodrich are distinguished. No branch of learning is more useful than history, and none more attractive to the young, if presented in a lively and pleasing style. We can confidently recommend this work to our readers, to all who are without a good work on general history. It is particularly adapted to the family circle, and its numerous and beautiful engravings will excite an interest with children which they will gratify only by a perusal of the descriptive matter. We trust that it will meet with a liberal patronage in Ohio.

THE WORLD IN THE MIDDLE AGES: An Historical Geography, with accounts of the origin and development, the institutions and literature, the manners and customs of the nations of Europe, Western Asia and Northern Africa, from the close of the fourth till the close of the fifteenth century. By ADOLPHUS LOUIS KOEPPEN. New York: D. Appleton & Co.

The mediæval ages furnish a rich theme for the pen of the historian. No student, no man who would well understand the past, should fail to possess himself of the best works on the subject. This work of Dr. Kœppen appears to us well adapted to meet the demands of all students in the history of the Middle Ages. It is accompanied by six colored maps, from the historical atlas of Charles Spinner, LL. D., Captain of Engineers in the Kingdom of Bavaria.

ENGLISH SYNONYMS, classified and explained; with practical exercises. Designed for schools and private tuition. By G. F. GRAHAM. New York: D. Appleton & Co.

Some work on this subject is indispensable to all who would obtain a knowledge of the *exact* meaning of words. No two words in our language have pre-

cisely the same meaning, however close the resemblance in their signification. There are important shades of difference in the following terms: Praise—applause, shape—form, new—novel, peaceable—peaceful, sufficient—enough, diligence—industry, defective—faulty. Yet who could clearly state the difference? We judge this work to be worthy of the confidence of any who have a dollar to invest in such property.

THE RISE, PROGRESS, AND PRESENT STRUCTURE OF THE ENGLISH LANGUAGE. By Rev. MATTHEW HARRISON, A. M. Philadelphia: E. C. & J. Biddle.

This is a deeply interesting and valuable work. Its history of our language, the various changes in the forms and meanings of its terms, the peculiarities of its construction, its analogies and anomalies, are presented in a way to fix attention and impart that instruction without which no one can thoroughly understand the English language.

BARNARD'S EDUCATION IN EUROPE.

For this volume of 1000 pages, filled with facts and figures respecting the organization, administration, instruction and statistics of the public schools of Europe, we are indebted to H. COWPERTHWAIT & Co., Philadelphia. We recommend it to all who would be posted in the educational institutions of the old world.

CORNELL'S INTERMEDIATE GEOGRAPHY. D. Appleton & Co.

The new edition has been laid on our table. In its maps it has been greatly improved, and they are now inferior to none. Some alterations have been made in regard to definitions, and it contains much additional descriptive matter. Among the many excellent works for primary instruction in Geography, Cornell seems determined to accept no second rank.

THE CHILD'S ARITHMETIC: An Elementary Arithmetic; A Scientific and Practical Arithmetic; The Commercial and Mechanical Arithmetic.

This series is by C. TRACY, A. M., and published by J. B. Lippincott & Co., Philadelphia. Two years ago we gave these works a somewhat careful examination, and we think them among the best Arithmetics in use.

PAMPHLETS.

ADDRESSES AT THE INAUGURATION OF ISRAEL W. ANDREWS, as President of Marietta College.

These Addresses consist of a brief Address by Rev. THOMAS WICKES, and the Inaugural of President ANDREWS. Both are appropriate—the latter masterly. It abounds in expansive ideas, clothed in the chaste and almost perfect diction which distinguishes all the writings of its author. It is worthy of general perusal.

CATALOGUE OF THE OFFICERS AND STUDENTS IN MARIETTA COLLEGE. 1855-6.

Summary—Seniors 15; Juniors 18; Sophomores 10; Freshmen 17; Preparatory Department 22. Total 82.

CATALOGUE OF WESTERN RESERVE COLLEGE, of which Rev. H. L. HITCHCOCK, D. D., is the new President.

It seems to be recuperating under the new administration. Summary of students: Seniors 5; Juniors 4; Sophomores 6; Freshmen 12; Scientific 5; Preparatory 64. Total 96.

CATALOGUE OF THE OHIO STATE SCHOOL LIBRARY. By the School Commissioner.

Those who have denounced the selection of books made by Mr. Barney, should examine this Catalogue. It would correct their false notions on the subject.

FINANCIAL.

At the last meeting of the O. S. T. A., it was voted to recommend that, as far as possible, pledges be obtained from Teachers and others, for the payment of $1\frac{1}{2}$ per cent. on their salaries, for the purpose of increasing the efficiency of the operations of the Association, to be paid *in advance*, in two semi-annual equal payments.

The following sums have been pledged, and others will be forwarded for publication as they shall be received.

M. F. COWDERY,
Chairman Financial Com.

Lorin Andrews, Gambier, O.....	\$22 50	Miss N. R. Hart, Morrow.....	\$5 25
Anson Smyth, Toledo	18	" M. J. Manfort, Miamisburgh	4 50
M. F. Cowdery, Sandusky.....	22 50	Almon Samson, Zanesville.....	15
A. D. Lord, Columbus	18	Jacob N. Deselle, Steubenville	7 50
John Hancock, Cincinnati	15	J. P. Ellenwood, ...	15
M. D. Parker, ...	11 70	Edwin Regal, Hopedale.....	—
John B. Trevor, " (paid \$6)	12	D. F. DeWolf, Tiffin	18
James M. Ross, "	15	W. Mitchell, Norwalk.....	12
Mrs. L. M. C. Rolfe, "	12	A. C. Fenner, Dayton.....	13 50
J. H. Rolfe, "	—	T. W. Harvey, Massillon.....	—
S. N. Sanford, Granville	15	D. W. Proctor, Cleveland	—
J. H. Holton, Milan	9	W. A. McKee, Coshocton	—
Geo. H. Jenkins, Mt. Pleasant..	9 75	Henry Barnes, Inland.....	—
Chas. S. Royce, Huron.....	—	Wm. C. Catlin, Mansfield.....	—
I. S. Morris, Eaton.....	7 50	Mrs. M. E. Catlin, "	—
F. W. Hurtt, Springfield	12	E. L. Carney, Canton	—
A. Holbrook, Lebanon.....	18	R. Q. Beer, Ashland.....	—
J. Ogden, Hopedale.....	18	Jas. J. Sadler, Rootstown	—
Chas. Rogers, Dayton	—	A. J. Rickoff, Cincinnati	—
E. C. Ellis, Georgetown	15	Liberty Hall, Columbus.....	—
J. B. Irvine, Morrow.....	8 25	Theo. C. Bowles, "	—
John D. Caldwell, Cincinnati....	12	John Hageman, Cincinnati	12
J. G. Marchant, "	15	Daniel Hough, "	15
A. L. Reynolds, "	10	W. F. Hulburt, "	15
A. Page, "	12	John W. Edwards, "	15
C. Nason, "	15	John T. Swartz, "	7 50
Alphonso A. Brunner, "	7 50	Thomas J. Lone, "	15
B. O. M. D. Beck, "	15	S. S. Colton, Sandusky	15

THINGS PERSONAL.

Mr. R. O. MASON, a graduate of Dartmouth, has been appointed Principal of Clinton Street School, Cleveland; and **Mr. J. G. GRAHAM**, of Western Reserve College, Principal of the Mayflower Street School, in the same city. "Both fine fellows," writes a correspondent.

Mr. F. W. HURT has resigned the office of Superintendent of the schools in Springfield. Mr. H. is one of the most prominent and active laborers in the educational vineyard, and we sincerely hope that he may be induced to remain in our State.

Mr. JARVIS K. MASON has resigned his connection with the schools in Bucyrus, and **Mr. JOHN HOPLEY** has been appointed to succeed him as Superintendent.

Mr. J. H. HOLTON has resigned the Principalship of the Milan Union School.

JOHN MELVIN, Esq., of London, Madison county, Ohio, offers his services, free of charge, in the way of securing situations for Teachers throughout that county. Teachers desiring places, and places desiring Teachers, can address him as above.

Prof. EMERSON, of Western Reserve College, has tendered the resignation of his office, in consequence of ill health in his family.

Prof. F. B. DOWNES has resigned the mathematical chair in Bethel College, Ky., and become Principal of a Seminary in New Castle, Ky.

Mr. GEO. B. STONE, late of Fall River, Mass., has been chosen Superintendent of schools in Indianapolis. Mr. S. earned a high reputation in his former position, and we rejoice that he has cast his lot among our near and excellent neighbors, the Hoosiers. "Pleasant dreams to you," and more pleasant realizations, friend STONE.

Prof. CHARLES DAVIS, LL. D., has been appointed Professor of Mathematics in the New York State Normal School.

Mr. ARIEL PARRISH, for many years the popular Principal of the High School in Springfield, Mass., is about to remove to the City of New York, to take charge of a private school.

EDWARD T. CHANNING, Boylston Professor of Rhetoric and Oratory in Harvard College, recently deceased.

DISTINGUISHED LIBERALITY.—Messrs. W. B. SMITH & Co., of Cincinnati, publishers of those popular school books, "the Eclectic Series," have recently contributed to the McNeely Normal School \$100; and to the S. W. Normal School they have made a valuable donation of books. They pay annually to the *Ohio Journal of Education*, \$250 for advertising, and make frequent contributions to aid the objects of our State Teachers' Association. If all the "Smiths" would do as well, money and books would have a very active circulation.

A CALAMITY.—We regret to learn that the Willoughby Female Seminary buildings have recently been destroyed by fire. We hope that it may soon be rebuilt, for it has been one of the most useful institutions in the State.

A PAGE TO BE READ BY ALL.

"The best of men make mistakes," and in that respect we are just like other good men. We had concocted an *editorial leader*, of some four pages, which we fondly imagined would create a sensation among our friends and fellow-citizens. But we have not had our hand in the business long enough yet to make close calculations in respect to the amount of matter which the pages of the *Journal* will contain, and in making up the form we find that four pages intended for this number, must wait over till May. The children have been promised a letter, and they must not be disappointed. Our *News* and *Spirit of the Press* will not bear keeping a month in type, and our *Book Notices* have already waited one trip. So we are forced to defer our leader.

"*What we should read, and how,*" was written specially for the *Journal*. It is the production of one of the ablest pens in the State, and will well repay an attentive perusal.

Our subscription list has greatly increased since our last issue. We are deeply indebted to many gentlemen for the zeal they have exercised in extending the circulation of the *Journal*. Still we have not yet more than one-third the number of subscribers which Ohio alone ought to furnish. As new Boards of Education will be elected this month, and as the county Boards of Examiners will doubtless all meet once or more during the month, favorable opportunities will offer for securing subscribers, and of which we hope good use will be made. It seems to us that a little effort might induce township Boards to subscribe for it by hundreds, on the plan indicated by Mr. Barney. See Feb. No., p. 60.

On the 25th inst., the premiums promised in February will be awarded.

The friends of the *Journal* will be glad to see that its advertising patronage has nearly doubled within the past month.

We trust that subscribers will be prompt to inform us of failures to receive the *Journal*.

It is our expectation to be absent from Columbus the most of the first half of April. We intend to visit Cincinnati, Lebanon, Georgetown, and places in the south-western part of the State.

The present number is a few days behind time; reason why—pressure of business in the press room; we regret it; can not help it; not our fault.

We trust that all our readers will examine all our advertising pages. Please read them all in general, and each one in particular. The notices on the fourth page of cover, demand attention. *Wood's Botany* we have long considered one of the best works on the subject with which we are acquainted. The manufactures of Ware & Hireman, and Kelsall, are worthy of special regard.

N. B. The notice of the doings of the Legislature in regard to the School Law, was written several days since. The prospect to-day (March 31) is, that the *Library* clause will be repealed, or at least that its operation will be suspended for a given period. This feature, to many, seems to be particularly objectionable.

THE
Ohio Journal of Education.

COLUMBUS, MAY, 1856.

ADDRESS.

**BOARDS OF EDUCATION—THEIR RELATIONS
AND DUTIES.**

The people of Ohio are justly proud of our "Benevolent Institutions." Our Blind Asylum,—our Deaf and Dumb Asylum,—our Insane Asylum, in this city,—and our two additional Asylums in the Northeast and Southwest portions of the State, are all monuments of the wisdom, the public enterprise, and the benevolence of the people. To these several institutions our afflicted citizens may come, and be supported, educated, or relieved, as the case may be, at the expense of the State. The most miserly penny tax-payer does not grumble at the cost. And the legislator who refuses or neglects to provide for these institutions, had better lose his way on his return to his constituents.

We yet lack an Asylum for Idiots, and a House of Refuge for juvenile delinquents. These we shall have in due time; and then each and all will be monuments of our wealthy State. Palsied be the tongue that says aught against, and withered the hand that withholds from them all needed aid. They bring the priceless blessings of education and religion to the deaf, the blind and the idiot, or they protect and restore the mentally insane, and the morally delinquent. They are indexes of the humanity and the Philanthropy of our own noble Ohio.

But we have a more glorious monument in our common school system—a system whose aim is to give a good education to every child in the State. Compared with this what are we, what are all our other State institutions? Buildings smaller than many a single school house accommodate all our blind and all our deaf and dumb, of suitable school age, and similar buildings would hold our idiots and our delin-

quents. Indeed it is only of late there were supposed to be enough to demand such institutions at all. But our scholars are every where; our *one million* of children are found in every cabin and hamlet, and cottage, and palace, from lake to river. Their temples greet us on every highway and byway. To meet all their varied wants, more men and women are giving their energies, with better hearts, than are in any or all other public objects of the State. Some men may receive more empty hurras, but none have such a place deep down in the hearts of the parents and the children as our devoted educators. A Lewis and a Ray, every school house in the State is their fitting monument, and their memory is cherished by every educated mind. Who was Governor of Ohio last year, and who will be next? Very worthy men no doubt; but men who came up for and will pass away with the year. But our School Superintendents and Teachers, we remember them. Next to the memory of our fathers and our mothers, we cherish the memory of our Teachers most. Do I not speak your experience as well as my own, in saying, I met the other day, in an obscure town, an old teacher whom I had not seen for twenty-seven years, with more respect and hearty reverence than I should have felt if I had met there all the Ex-Governors of Ohio.

All hail then, to the common school system of Ohio. When its theory is fully developed, it will give to the child of the poorest man just as good an education as the richest man can purchase for his child. Even now in our cities and large towns our public schools are the very best. One of the most wealthy men in Cleveland, and his wife, told me they had taken their children, young ladies, from the select, to send them to the public schools, because the latter were the best schools. In my own town, our Union school has destroyed every thing like a select school, (and they used to be numerous.) Indeed the teachers in our institutions were afraid this winter that we should take so many of their scholars as to destroy the winter term, (a kind of high school, which is kept up through the long vacations of the regular college classes,) and in fact, some who will graduate next fall, are from choice, spending their winter term in our Union School.

I respect the pulpit and the Christian Church in our State; we can not do without them. But I speak deliberately and advisedly, when I utter my strong conviction, that the common schools of Ohio are second to no influence whatever in their effect upon the real, permanent, substantial welfare of our State.

In the working out of this system the law provides for and prescribes

the duties of "Boards of Education." The law, in the main, is very liberal in regard to these Boards. With one or two exceptions, it gives them ample powers, and then makes them personally and pecuniarily responsible for failures. We have in the State some twelve thousand members of these Boards; every one, on accepting the office, takes a solemn oath to obey the law, and faithfully to discharge the duties of his station. The man who accepts such an office carelessly, and then neglects its duties, or performs them heedlessly, perjures himself before God, and sins grievously against the parents, against the children, and against the State, of which these children will soon be component parts.

It is a very easy matter to say these Boards should provide good school rooms, with comfortable arrangements inside and out—should pay teachers a fair compensation, and promptly—should let the scholars know they feel an interest in the schools, etc. All this is very well, essential in fact; but all this is only "the mint, anise and cummin" of the law—the mere scaffolding around the great walls of the building, necessary as a scaffolding, but no part of the building itself. Duties of Boards begin far back of, and reach far beyond any or all these things.

They should be men of such education—such natural ability—such knowledge of human nature—such business talent—such disinterestedness—such decision of character—and such moral courage as shall command public confidence and respect. They should inform themselves of the true idea of their relations to the teachers, the parents and the scholars. Any one of these subjects is enough for a discourse. From one let us illustrate all:

The relations of Boards to Teachers.—They must be exempt from all favoritism. The man who urges his wife or child, or favorite neighbor into a school, should be told he has mistaken his mission. No person, so related to a member of a Board, should ever be employed, unless there is a strong outside demand for it. As in many other things, "the very appearance of evil" is to be avoided here. A little indiscretion brings upon a Board such a charge of partiality as to cripple them in all their school duties. [In our Board we will not appoint our own wives upon the visiting committee, though of course we know them to have the very best qualifications for the post.]

All favoritism aside then; a fair open understanding should be had, and a definite contract made with the teacher. The specific require-

ments—such as the specific branches to be taught—the order to be maintained—the deportment in and out of school to be secured, etc., are all subjects of special contract. If you were hiring a joiner to build a house you would have a fair contract, specifying every thing, even to the number and kind of doors, the window casings, the cupboards and the closets, and then you would *hold him to the contract*. Suppose now you hire a teacher with a general certificate of qualifications, and a general guessing that he or she will keep a pretty fair school, with no distinct specifications of what will be expected and required, you do just what in all common business transactions would lead to bankruptcy and ruin.

Again, suppose a teacher has been hired without favoritism, and with special contracts, then suppose that teacher proves quite incompetent, (and the Board should not let many days pass before they know how this is,) suppose the teacher fails in any essential thing, here comes one of their severest trials. Duty says, dismiss that teacher and seek another. Expediency says, do not make a disturbance—don't risk any excitement among influential friends—don't offend an amiable person—don't cut off a much needed compensation. *Duty says, dismiss that teacher*. Expediency says, let it run along through the term another year; may be the evil will cure itself. **DUTY SAYS, DISMISS THAT TEACHER.** Expediency says, it will make an opposition to the school; it will make us odious; we shall be blamed, slandered perhaps. Now which shall prevail, *duty* or *expediency*? Which does commonly prevail? I regret to say, expediency—a low, miserable, fatal expediency. The tendency is in that direction; and in so far as it does prevail, it is most disastrous to any school system. Let this expediency come, as come it may, in whatever form, it is to be condemned, despised, repudiated by every school Board.

You will not understand or *misunderstand* me to say that school Boards may exercise any arbitrary control—may clothe them with “a little brief authority”—may sympathise with complaints from disorderly scholars, or dissatisfied parents. That I despise and condemn. Nor do I say a teacher may be dismissed for a first, second, or third failure, if that teacher shows a willingness and a power to recover the school. Any discerning man can soon tell whether a teacher is willing to make the needed effort, and if willing, whether capable. A teacher who had succeeded another in the middle of a term, and who had been told she would be expected, by the use of reasonable means only to suppress all communications between the scholars in school hours

and other similar things, was asked, after a few days, how she succeeded. She replied: "I have not accomplished it yet, but if I stay in this school I *will*." That teacher could be allowed much longer probation. Another teacher had serious disorders pointed out to her, and was requested to correct them. "O," said she, "I don't think it is well to be too severe; I guess you can not prevent such things." It was high time for that teacher to start. It is not of course till after fair trial and fair warning that the last resort is to be had. But when the incompetency is ascertained, be the cause what it may, then if the Board fail to march right up to duty, the wrong men are in that Board. A disastrous policy is adopted; the moral sense of that school and of the community is outraged.

Our schools must be conducted on principles of strict justice and impartiality. They are sacred public institutions, established for the good of all. Any humoring individual caprice—promoting private selfish interests, or yielding points of wholesome discipline, to meet particular preferences and prejudices—any relation sustained to scholars or teachers, that prevents even handed justice to all, and allows special favor to none, is a fatal policy, a disastrous relation.

The correcting or dismissing incompetent teachers is not the whole duty of a Board. A majority of our teachers, (thanks to this Association, among other influences,) are really competent, worthy men and women, who teach the best things in the best way—who can administer needed discipline to Young America, or needed rebuke to his over indulgent mother. Against such teachers Young America and his blinded mother, and their partial friends, often manage to raise a storm of indignation. Complaints of abuse are made, accompanied with orders for a change in discipline, or a removal of the teacher, or the real alternative, "I'll take my boy out of school." Here the Board should protect and defend the teacher, and carry such an even hand as shall establish good discipline.

No Board should ever attempt or be allowed to attempt the ordinary government of the school. Teachers who can not govern without resort to the Board, should resign. But the Board should make the whole weight of their personal and official influence felt in sustaining the teacher in the discharge of this duty. Some extreme cases, cases requiring expulsions, may be referred to them perhaps. And then they should act promptly and decidedly. And never should any ignorant and conceited father, or vexed and weeping mother feel that he or she can gain any sympathy, any thing more than the cold civility of a hearing, from a

Board. No matter if "dear George Washington Lafayette's back did carry black marks for a day;" nor if the shoulders of Benton Decatur Jackson "had to be in tea a whole week to remove the scars." No matter if they don't "believe in mauling and pounding the poor innocents."* It is to be assumed that George Washington Lafayette and Benton Decatur Jackson are not injured for life. And their mistaken parents should be firmly told, that though the discipline was "not for the present joyous," yet it was to be hoped it was thorough and would be effectual—that it would "work out the peaceable fruits of righteousness." The strong arms of the Board should be thrown about the injured innocence and the natural timidity of teachers, especially the young and the female teachers.

Boards of Education should be ever ready to encourage teachers in making improvements—improvements in the course of study—improvements in text books—improvements in discipline—improvements in every thing belonging to school routine. They should not themselves, and they should see that their teachers do not grow stagnant and stereotyped. They should see that the utmost improvement is made of the time, so that new studies may be introduced. And they should be ready when the time is gained to recommend those studies, or approve them when proposed by the teachers. Thus, in addition to the studies required by law, a place should early be made for vocal music, both in the science and the practice—for drawing, at least so far as to cultivate the eye or steady the hand,—for Physiology, embracing the important vital functions—the processes of respiration, digestion and circulation, the importance of ventilation, and all the general laws of health. Last but not least, time should be gained for a regular and systematic course of moral instruction, such as is contained in the series of "Moral Lessons," now preparing by one of our most successful teachers, M. F. Cowdery. If that work is not speedily adopted as a regular school book, and daily taught in all our schools, somebody will be to blame. Such teaching may, added to its mental training, save us from the gigantic frauds of a Meigs and a Schuyler, or from such villany as the burning a Martha Washington. Boards of Education should watch for such books and be prompt to introduce them—and to introduce all substantial improvements.

Again, they should know what sort of work their teachers are actually making. There is not a man of us all who would let a carpenter build

*Low expressions, I admit, but they were actually used, upon occasion.

a house for our families, or scarcely a stable for our horses, without having at the commencement a well settled plan, and a definite contract. And then we should keep up a constant oversight and supervision. We should visit him frequently and watch him closely. We should make suggestions and give advice. And when the work was done *according to contract*, we should congratulate ourselves on the care which secured it. But how many of us send our own and our neighbor's children to secure their intellectual and moral fashioning, and seldom or never visit the place where it is done. The workman is placed there without much definiteness of contract, and then is seldom visited or encouraged. All the acts of that workman reach to an endless future, and take hold on that future; and yet we give him no sympathy, no suggestions, no advice, no any thing, but cold neglect, may be unfeeling censure.

Boards of Education have not done all their duty when they have established good schools. They owe it to the community to diffuse information among the people,—information in regard to the advantages of properly classified schools, that well taught public schools give a more thorough and systematic education at from one half to two-thirds the expense of private schools,—information in regard to a liberal expenditure of money for good school houses and good schools, that it is the most profitable investment of money that can be made,—information in regard to the relations of ignorance to pauperism and crime, that it is the chief source from which our poor houses and penitentiary are filled,—information in regard to the connection between the intelligence and the enterprise of the State; that that intelligence has built our plankroads, our canals, our railroads, has added millions to our wealth, and has made us the third State in the Union in population, and the second, if not the first, in intellect and education—information in regard to the effect of intelligence in cultivating a taste for pure and refined enjoyments, thus leading our youth away from low and groveling pursuits—information in regard to the effects of well governed schools, upon habits of order and obedience, that they tend directly and strongly to make our youth sober, industrious, law abiding citizens—information in regard to the right of the State to tax all the property of the State for the support of the schools, that the right comes from the duty of the State to protect her people—that the public schools are cheaper and better protectives than court houses and prisons, and that it costs indefinitely more to arrest, try, imprison, or hang a man, than it does to educate him, so he won't need to be imprisoned or hung—information in regard to the school system and school

law of the State, that they are among the best ever formed, needing very little modification or amendment, and that they are to be executed and made effective, not grumbled at, and neglected and resisted.

These are some of the relations and duties of our Boards of Education.

But all this requires intelligence, vigilance, decisions of character and a hearty interest in the work ; certainly it does. At the beginning I said our Boards should be composed of men of such natural and acquired abilities as to command public confidence. They need to possess such qualifications, and give such an amount of care and attention to their work as is supposed to be essential to much more conspicuous stations. Were I an office-seeker (as I am not) my highest ambition would be realized in being a member of a non-paid, intelligent hard working Board of Education, in the OHIO COMMON SCHOOL SYSTEM.

ASSOCIATE EDITORIAL.

IRREGULARITY IN ATTENDING SCHOOL.

NUMBER I.

Perhaps no one evil is more destructive to the vitality and efficiency of school exercises, than the one named at the head of this article.

This arises chiefly from two causes: *First*, because in its nature and tendencies it is disastrous; and *second*, because of its universality. It seems to be the crying sin of the age. It lays its withering hand upon the teacher's fairest plans and prospects, and thwarts and blights them as effectually as though it had been invented for that special purpose. To the scholar himself, the consequences are not less demoralizing. It robs him of his confidence and dignity—destroys his interest in study—arrests him in a career of success—and thus paves the way for future crime and degradation.

Its baleful influence is not only felt in the school room ; but the habit once formed, here or elsewhere, is sure to carry itself into whatever department of business the pupil may engage in after life. It clings to him like a putrid carcass, and, infecting more or less whatever it

may lay his hand to, he is driven from the most honorable positions in life, and seeks refuge in the lazy herd.

The grand secret of success among men, in any business whatever, may, almost without an exception, be traced directly to attention, regularity, and punctuality; while their failures and disasters may as often be traced to an opposite cause. This may not be apparent to a casual observer; but to one who examines and weighs the remote as well as the recent causes, this problem of human life and fortune is not of difficult solution. Because the penalty does not follow the transgression immediately, we are apt to overlook the real cause of suffering, and blame dame fortune for our ill luck, (when in fact there is no "luck" about it.) But because the penalty *does* not follow immediately, we have no right to infer that it *will* not, sooner or later, overtake the offender, though many long years may intervene. When justice lingers long, her reckoning is most fearful.

If parents, therefore, knew and *felt*, when they were, for trifling excuses, keeping their children out of school for a few days in a week, or permitting them to be tardy or out of season in their daily attendance, that they were gendering those habits in them that would render them unsuccessful in business, and miserable, perhaps, in their whole course of life, they would at once adopt measures to arrest this dangerous tendency; they would say at once, that the experiment is too hazardous to risk in matters so weighty.

Now why cannot parents see this? Simply, because they do not reflect upon these subjects. They would readily take cognizance of an evil inflicted upon the person of their child.

Suppose, for instance, that a neighbor had been guilty of maltreating a little boy or girl, and that in so doing an arm or a leg had been broken: would the offense be lightly looked over? No, no! Speedy recourse would be had to the law; courts of justice would be impleaded for the adjustment of grievances. The poor neighbor would pay dearly for his imprudence, and perhaps justly, too. But does that parent act less culpably, less unkindly to his offspring, who thus suffers them to form habits in early life that will curse them as long as they live? Is he any less inexcusable? *I tell you nay!* Rather give me the maltreated, the maimed, the *cripple*, (for what is the physical cripple to the intellectual — the *body* to the *soul*?) and I will engage to make a better, a more useful and a more *successful* man of him, than can be made of that unfortunate boy that has been thus abused by parental

indulgence or neglect. The evil in the first case is only a physical one; in the second, it is both intellectual and moral, and likely to result in all the physical evils of the first: and (which is of infinitely more consequence) to entail untold evils upon the sufferer, both for time and for *eternity*. And yet parents cannot, or will not see this! They seem to shut their eyes against the very light that would reveal to them the true policy in reference to these seemingly little, but really important and weighty matters.

J. OGDEN.

HOPEDALE, O., March 1, 1856.

COMMUNICATIONS.

THE SEVEN WONDERS OF THE WORLD.

1. The Colossus at Rhodes. It stood on the two moles which formed the entrance of the harbor, at the city of Rhodes.

It was composed of brass, and some estimate of the amount used may be made from the fact that after it had lain in ruins 894 years, there remained, after the diminution from rust and theft, 720,000 pounds. It was sold to a Jew of Edessa, and carried away on 900 camels. It was hollow, and the cavities filled with stones, to counterbalance its weight and render it firm on its pedestal. Its height was 105 feet, and all vessels could pass between its legs. There were few persons who could encompass its thumb with their arms, and its fingers were larger than most statues. It was the workmanship of Chares, who was employed 21 years in building it. It was erected B. C. 300, and, after having stood 56 years, was broken off below the knees, and thrown down by an earthquake.

2. The Temple of Diana at Ephesus, which surpassed all the structures of antiquity, and the building of which occupied 220 years. It was 425 feet in length, 220 in breadth; adorned with 127 columns of the Ionic order, and Parian marble, each sixty feet high; and a statue of the goddess, supposed to have been sent down from heaven. On the very night of the birth of Alexander the Great, it was partially burnt down by Herostratus, who took that means to immortalize his name. Dinocrates was the architect who superintended its rebuilding. Alexander offered to appropriate his spoils to its restoration, if

Ephesians would give him the sole honor, and have his name placed on the temple. They refused, *really* from national pride, but with the answer, "That it was not right for one divinity to erect a temple to another."

3. The Labyrinths of Egypt, situated in Lower Egypt, near Lake Moëris. According to Herodotus, it consisted of 3000 chambers; 1500 above ground, and the same number subterranean. It had but one entrance and so many intricate windings, that when once in, it was impossible to get out without a guide. It is said to have been built by 12 kings. All the opinions, with reference to its object, appear to yield in acumen and ingenuity, to that of Gatterer; who supposes it to be an architectural, symbolic representation of the zodiac, and the course of the sun through the same; one half being above, and the other below the earth; whilst the 3000 chambers have a symbolical reference to the precession of the equinoxes.

4. The Pyramids of Egypt, which are near a hundred, and constitute the most stupendous works of man. The largest is at Ghizeh, near the Nile, which covers 11 acres of ground, and is about 500 feet high, is said to have employed 100,000 men thirty years in building.

5. The Temple of Jupiter Olympus. It was situated on the river Alpheus, in Elis, near the spot where the Olympic games were celebrated. Its height was sixty-eight feet; breadth ninety-five, and length two hundred and thirty. It was adorned internally and externally with a great variety of statues. The figure of the Olympian deity was composed of ivory and gold, and of such vast proportions that, though seated, it reached nearly to the ceiling, suggesting the idea, that in rising it would bear away the roof. In the right hand it grasped an image of victory, and in the left a sceptre, curiously wrought of various metals, on which was perched an eagle.

6. The wall and hanging gardens of Babylon. The walls, built by Semiramis, were 350 feet high, 87 feet thick, and about sixty miles in circuit. They were composed of bricks baked in the sun, and cemented with bitumen instead of mortar. The gardens were situated in an immense palace built at the west end of the bridge which crossed the Euphrates.

It contained a square of 400 feet on every side, and was carried up in the manner of terraces, one after another, till it reached the height of the walls of the city. The ascent was from terrace to terrace, by means of stairs ten feet wide. The whole pile was sustained by vast arches, raised on other arches. On the top of the arches flat stones

were first laid ; a great quantity of reeds and bitumen, next a double row of bricks, the whole covered with thick sheets of lead. This floorage was designed to keep the moisture of the mould from escaping through the arches. The earth laid thereon was so deep that large trees could take root, and with such the garden was covered, together with plants and shrubs of every description. On the upper terrace there was a pump and engine, for drawing water from the river to water the garden. Amytis, the wife of Nebuchadnezzar, desired something resembling the hills of her native Media ; and to gratify her, the king raised this prodigious structure.

7. The Mausoleum. A monumental structure reared by Artemisia, in memory of her husband and brother, Mausolus, king of Caria, B. C. 352. She is said to have been so much attached to him that she mixed his ashes with water and drank them off ! The entire height of the monument was 140 feet ; being nearly square, each side measuring 113 feet, and each end 93 feet. It was decorated with a peristyle of 36 columns, about 60 feet in height. There are no remains of the monument at the present day.

LEBANON.

CATHARINE S. MORRIS.

COMMON SCHOOL TEACHERS.

MR. EDITOR :—At the last session of the Board of School Examiners, for our county, one hundred and seventy-five candidates presented themselves for examination. Of these, one hundred and fifty-five passed through the forms. Of the remaining twenty, some were satisfied with a mere glance at the questions prepared for them, and withdrew ; others plead the want of time, and left with scarcely a trial ; and others still, attempted to answer about one fourth of the questions and gave up in despair.

It gives me no pleasure to say that a large number of the first class named, I mean those who passed through the forms of the examination, failed to show that they possessed the necessary qualifications, and, of course also failed to receive the requisite certificate. For this, the examiners expect, as usual, to be soundly berated. But what can we do, when the ignorance, and utter unfitness of the candidates, betray

themselves in every part of their examination? Take a few recent examples.

One teacher, in the course of his examination, made *fifty-seven* mistakes in spelling, of which the following are fair specimens, taken just as they appear on his manuscript of scarcely *three* pages, viz: 'Misi-gan,' for Michigan; 'Jermaney,' for Germany; 'Nomitiv,' for Nominative, in four places; 'Aera, for area, at least twice; and 'Iisland,' for island, in four or five different places.

The same person was asked:—'Where, and how long have you taught?—Ans. in writing—' *Know Where, Never taught.*'

'For how long a period was your last certificate given?' Ans., also in writing—' *Know certificate.*'

Another was asked:—'What, and where is Malacca? Ans. *Verbatim et literatim*; 'Malacca is an Island in the Mediterianean.'

Of the same it was asked:—Why has the Tropic of Cancer the position assigned it? Ans., 'Because it's the extremity of the Earth's axis, and always South of equator.'

Another tells us in writing,—'That a simple sentence composes one *nomitive* and one *verbe*; and that a compound sentence is one that composes too *nomitives* and too *verbes*.'

Another says that '*what*' is a adverb, and '*could*' a conjunction.

Another still, affirms, in writing, 'that the principal sea-ports of France are, the *Bay of Biscay, the English Channel and the Straits of Dover.*'

And thus without any special search might I quote similar specimens *ad infinitum*. Shall we—can we license such candidates to teach our youth? There can be but one answer to such questions. And yet, these very persons appear to have no difficulty in procuring testimonials like the following—spelling, capitals, stops and all, except the names, viz:

'G * * * * * Licking Co ohio March the 29th A. D 1856 to the honerable Bord of school Exammines of Licking Co we Do certify that s—— l—— is a young Lady of good Moral Carractor and Consider her to be A good school teacher as she has taught for us and we are well acquainted with her.

'A. B. C.	}	school
'D. E.		Directors
		of Dis No—'
		EXAMINER.

WHAT HAVE PARENTS TO DO WITH THE SCHOOL ROOM?

A misapprehension upon this subject, both on the part of parents and teachers, is the fruitful source of turmoil and strife. Some parents are constantly obtruding their parental authority into the school room, dictating to the teacher what shall, or shall not be done, as regards their children; each one supposing that his peculiar whim or caprice can be gratified, although every other interest of the school be sacrificed. This idea carried out, would make the school a pandemonium (as too many are), and the teacher the subject of a degrading and inconsistent dictatorship. On the other hand, teachers sometimes manifest an utter disregard of the feelings and wishes of parents, being arbitrary and supercilious in the exercise of authority, evidently ruminating,

"I am monarch of all I survey,"

and exceedingly fond of having it so understood in the community.

Extremes of these opinions and conduct, on both sides, are hazardous to the success of any school. In considering this subject, I would not be understood as using the word "Right," merely in its legal sense. It will be admitted by all, that the parents' *legal* rights, so far as they relate to the government or internal police of the school room, are entrusted to the legal authorities of the school — the Board of Education, or School Directors; and hence all remedies for real or imaginary grievances in school discipline or management, should be sought *through* its legally constituted guardianship. I only remark upon this subject, that if all the patrons of our public schools would *act* upon this true principle, their schools would be much more efficient, and *real* grievances would be investigated and exterminated.

If, however, an entire Board *should* sanction any real evil, better endure it until the ballot-box is again open, than to destroy *all* the good of which a school may be instrumental, by hasty, ill-advised, and *misdirected* action. If, however, parents have no legal control or authority in the school room, they *have* the most deep and vital interest in what is there transpiring, and it is well for the teacher if he give heed to this truth. The children of the district are committed to his care *for a certain purpose*; that purpose has an immediate connection with all that is lovely, and of good report, in their future characters — yea, it is not too much to say that it reaches beyond the tomb, and may affect their eternal destiny. Teachers should not forget, that they have in their care the precious jewels of loving parents — parents who, how-

ever erroneous their *judgment* may sometimes be, desire nothing so much as the happiness and future success of their children ; nor should they forget that, to use the expressive language of another, "parents are curious folks." They have a peculiar regard for "*my children.*" It is the first instinct of nature, for the aggrieved child to pour his sorrows into the open ears of the mother, and for the latter to give a ready credence to the tale, and seek to protect the "darling" from future wrong. Parents may have a thousand wishes in regard to their children in school, which may not, and can not, consistently, be gratified. Yet their wishes are entitled to *respectful* consideration and *rational* reply. Too many teachers unceremoniously *repulse* them, falling back on a *fancied* "dignity," and arrogantly asserting their own "*ipse dixit*" as the only rule of action.

But parents have, also, reasonable and proper desires, in regard to their children in school, which the teacher should gratify. They have a *right* to express such desires, and to complain if they are not regarded. To explain what these are, would be an endless and unnecessary task ; they will occur to every thoughtful teacher. Properly to appreciate these wishes, and to act without betraying arrogance on the one hand, or sycophancy on the other, are important items in the qualifications of a teacher.

Teachers receive many lectures upon the subject of managing *schools*, from experienced and successful teachers. I have often thought an occasional lecture, from a competent source, upon the management of *parents*, would be of infinite service to many teachers. There is a certain *tact* in managing the various exigencies that are liable to arise between the parent and teacher, as essential to success as are the peculiar qualifications for the school room. The lack of this tact—injudicious conduct by the teacher in cases of difficulty—has been the cause of more failures of success than the lack of any other one talent—I had almost said of *all* others. It may be said that this talent is the *gift of nature*. I reply, that the same reasoning will apply to all the essential pre-requisites for a successful teacher. If these qualifications can be imparted or improved, the one under consideration can also.

If I am not mistaken, this subject demands the careful reflection of all teachers who would be successful in their vocation ; and if I have succeeded in impressing its importance upon the minds of the younger and less experienced members of the profession, so that they will bestow upon it careful thought and study, I have accomplished my object.

W. C. C.

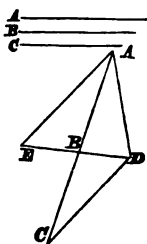
MATHEMATICAL DEPARTMENT.

EDITED BY F. W. HURTT, SPRINGFIELD.

SOLUTIONS TO QUESTIONS PUBLISHED IN THE AUGUST AND OCTOBER NUMBERS OF THE IVTH VOL. OF THIS JOURNAL.

No. 30. To construct a plane triangle, having given the sides about the vertical angle, and the line bisecting it.

Solution by G. H. C * *.

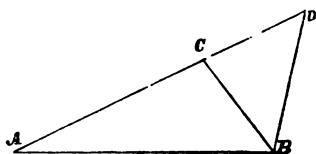


Let A and B be the sides, and C the bisecting line. Take $AB = C$, and produce it to C, making $BC =$ the fourth proportional of A, C and B. On AC, describe an isosceles triangle, with its sides equal to B. Draw $EA = A$, making the angle $EAB = BAD$. Join EB and BD. ED will be a straight line, and EAD will be the triangle.

DEM. By construction, AB, AD, and AE, are equal to the given lines; also AB bisects the angle EAD. We have only to prove EBD is a straight line: $EAB = C$; and since BC is the fourth proportional, $AE : AB :: AD$, or its equal $CD : BC$; hence the triangles ABE and BCD are similar, and the angle $ABE = CBD$, whence EBD is a straight line.

No. 34. Given the perimeter and angles of a triangle, to find the sides.

Solution by R. W. McFARLAND.



Let $AC + CB + BA = S$. Produce AC to D, making $CD = CB$. Join D and B. Then is $D = \frac{1}{2} ACB$; and $CBD = \frac{1}{2} ACB$. Let $AB = x$, $AD = y$. Then $x + y = S$. $x : y :: \sin D : \sin ABD$.

By Composition, $x + y : x :: \sin D + \sin ABD : \sin D$; or $S : x :: \sin D + \sin ABD : \sin D \therefore x = \frac{\sin D}{\sin D + \sin ABD} = AB$.

In the triangle ABC, $\sin C : AB : \sin A : BC$, from which AC is easily found.

No. 35. To find the equation of a curve whose area is seven times the rectangle of its coördinates.

Solution by ADSPECTUM. Let $xdy =$ the coördinates. Then $7 + y = \text{area}$. Differentiate $7xdy + 7ydx = ydx$; or, $7xdy + 6ydx = 0$. Integrate $6 \log. x + 7 \log. y + C = 0$; or $x^6y^7 = -C$.

ACKNOWLEDGMENT.—All the questions were solved by Bowlder, R. W. McFarland, A. Schuyler, and M. C. Stevens. G. H. C * * solved Nos. 30 and 35; J. N. Soders Nos. 34 and 35; and A. Schuyler No. 30. Since this has been unfinished so long, it was considered *lost* for the present, at least. Those who deserved acknowledgments on the published solutions, and were not in soon enough to be named with the others, will be good enough to name it in their communications, that it may be attended to.

No. 32 has proved somewhat troublesome, but brave hearts have won it. J. W. and W. H. will you please send solutions strictly geometrical. It can be solved without the aid of Trigonometry or Analytical Geometry, and we would be glad to present such a solution to our readers. Mark! the question reads, "CONSTRUCT a plane triangle." R— is no doubt correct, but it would be clearer to our readers, if he will prove $FOH = c$, which appears to be assumed in the expression, "Now $FOH = OHK + OKH$; and since the triangle OHK is isosceles, $OKH = \frac{1}{2} FOH = \frac{1}{2} c$;" or that " $LOB = \frac{1}{2} FOH$." The proof of either of these will make the solution more perfect. G. H. C * * says, "Since $EC = EC'$, and $IA = IB$, it may be very readily proved, that the angles CBA and $C'AB$ are equal." Without this proof, the solution is not finished. Will he please send it? We think A. S. can furnish a construction, without first finding the value of x , the radius of the circle which intersects the parallel at the vertex of the triangle.

We will not publish a solution to this No., until we hear from our Correspondents.

True progressives build up; they do not tear down: a child, if maliciously disposed, can tear an exquisite fabric to pieces, and take delight in his power to work ruin,—but can he weave any thing half as fair—can he make a better web to take the place of what he has destroyed? Nero fired the city of Rome, and danced with furious delight, while the flames crept over marble palaces and wooden towers alike; he felt himself a man of mighty deeds,—but who covets the might of the incendiary?

Sandusky Register.

EDITORIAL.

MILITARY ORGANIZATIONS IN SCHOOLS.

Schools distinctly military, like the Academy at West Point, and those at Newport, Vt., and Middletown, Ct., organized by the late Capt. Partridge, have long existed both in our own country and abroad. They are *professional* institutions, like our schools of Theology, Law and Medicine. Their purpose is to prepare men for the profession of arms, and to this end their system of instruction is arranged.

But the practice of connecting military instruction with our public and private *common* schools, is of recent origin; though it has become wide-spread and popular in some sections of the country. So far as we are acquainted it prevails chiefly in *select* schools for boys. In them there are fewer difficulties in the way of such organizations than in public schools. They are more exclusively under the direction of their teachers; and as the pupils are, for the most part, sons of wealthy parents, the expense of equipment is less a hindrance. But it is by no means restricted to such schools, either by necessity, or in fact. In all cities and large villages such organizations *may*, and in some, they *do* exist.

Two years ago we were greatly pleased with the parade and drill of the young students connected with the "Collegiate and Commercial Institute" of New Haven, Conn.; and of which the Hon. Wm. H. Russell is Principal and Proprietor. This school consists of about 150 boys and young men, chiefly from twelve to eighteen years of age. They come from all parts of the United States, and from other lands. No better school of the kind can be found in any part of the world.

It was at the close of the day's recitations that they came out for their occasional *public* parade. They were divided into four companies, graded according to size, each under its own officers, though all were uniformed and armed alike, and all acting in concert as a battalion. Their dress was the same that they are required at all times to wear while connected with the Institute; namely, deep-blue frock coat and pants, brass buttons, black leather cap, etc. The officers were distinguished in their dress by a few extra touches in the way of gold lace,

and epaulets. They were armed with cadet muskets—very light, the officers having swords.

After marching through the principal streets they repaired to the "Lower Green," where, under the command of their military instructor, they spent an hour in performing more evolutions and infantry tactics than we know how to name. The whole exercise was conducted in a most pleasing and creditable manner.

We subsequently visited their armory, and learned something of their rules and regulations. They have, if our recollection is not at fault, a daily drill of half an hour, under the command of a competent instructor. The time thus employed is taken from their hours for play and exercise. It trenches not in the least upon their study hours. Their *public* parades are not frequent.

During the same week we had the pleasure of witnessing similar exercises by the pupils of the "Rectory School," Hamden, Ct., of which the Rev. C. W. Everest is Principal and Proprietor. In the color of their uniform and the character of their arms—they use lances—was their chief difference from the New Haven companies.

On a recent visit to Toledo we were much pleased to find that, since our removal from that city, a military organization had been effected in one of the public schools. The boys in that school are, most of them, from eight to twelve years of age. Of their organization, uniform, etc., we will speak more definitely in another place. We saw them only in the performance of their part in a public exhibition. Their appearance and movements excited the admiration of the audience; and most justly too, for nothing in that line of business could be more admirably executed. They demonstrated the fact that in public, as well as in private schools, such organizations can be had.

In the Zanesville schools military exercises are practiced. In Cleveland some three hundred boys have been formed into military companies, though not in connection with schools.

We wish briefly to consider the advantages arising from engrafting the military feature upon our school system, in places where the number and condition of the boys admit of such organizations.

First, It is promotive of health. Exercise of *some* kind, children and youth must have in abundance to develop, strengthen and improve their physical natures. The rude and vulgar sports in which boys often engage tend more to fatigue and deformity, than to health and manly proportions.

Second, It tends to improve attitude and carriage. How sadly

common in our schools and homes, are clownish manners, vulgar attitudes, and awkward carriage. With almost all boys there seems to be a propensity for the slovenly and the coarse, rather than the dignified and refined. The strictness and precision of military parades, tactics, and drill—the self-respect and regard for personal appearance which they inspire, tend to obviate and correct these evils. A true soldier is always a gentleman. Those whose observation of the influence of military exercises, is limited to militia trainings on the first Monday of May, when the “sogers” are no bad illustrations of Falstaff’s “Ragged Regiment,” and where the whole atmosphere is redolent of whisky and tobacco, may find it difficult to appreciate this truth.

Third, It teaches obedience to authority ; a branch of study to which Young America has sore need of attending. Prompt and implicit obedience to orders is a most distinguishing characteristic of the soldier. No odds where it takes him, or to what it exposes him, no sooner does he hear the command than he hastens to execute it. This principle rules with even *amateur* soldiers,—with our school-boys in military organizations. The habit of obedience thus formed, will avail them in other circumstances in life, and vastly promote their respectability and usefulness.

But it is due to the subject that we notice the *objections* sometimes urged against such organizations. And

First, It involves an expense which most parents are poorly able to meet. In some instances this may be true, where costly uniform and accoutrements are prescribed. But this need never be. The uniform required may be as cheap and plain as any other decent apparel ; and as for arms, they can generally be provided without subjecting the indigent to expense, or they can be dispensed with, and *lances* used, the cost of which would be next to nothing.

Second, It will tend to foster a warlike and belligerent spirit. If this objection is well founded it should be fatal to all such enterprises. We certainly ought not to adopt the Spartan policy, and imbue the minds of our sons with a taste for blood and carnage. But we are not of those who have faith in the justice of this objection. Properly managed, such exercises can have no influence so to deprave the heart and vitiate the morals, as to fit one for the employment of fighting. Even participation in wars, does not generally promote a desire for war. The most distinguished warriors are, many times, most ardent friends of peace. Such was Washington, such is Scott. The principal wars in which this nation has been engaged have none of them occurred during

the administrations of our hero-presidents, Washington, Jackson and Taylor; but under Madison, Van Buren and Polk. Perhaps, however, the bombardment of Greytown, during the presidency of General Pierce, should be considered an exception to this rule.

We will close this article by giving extracts from letters on this subject, with which we have been favored. Under date of April 15th, 1856, Mr. Russell, named above, writes :

* * * "These exercises (military) were introduced into my school some years since, after careful thought and much experience in schools where they had, and had not been tried. At first, by way of experiment, I made them voluntary, but finding the advantages sufficient to warrant my making them a part of required duties, and finding, too, that there were objections in the way of making them optional with the students, I finally concluded to require every student to be one of a regular military corps, and to have the dress, the arms and the rules conform thoroughly to such an organization.

"I have only time to say in addition, that I have not seen occasion to regret the introduction of military exercises and discipline into my school, but on the other hand, have found them full of advantages, and increasingly useful in securing health of body, as well as regularity, good order and a spirit of obedience among my pupils."

April 17th, 1856, Rev. Mr. Everest writes :

"My pupils all wear a uniform, and are organized into a regular military company. They have a captain, lieutenants, sergeants and corporals. A military officer comes not more than three times nor less than twice a week, and gives them an hour's thorough drill. * * This is all done during their play hours, so that it does not, in the least, interfere with their studies. I am surprised to see how much can be done in so short a time by systematic work, and this, too, not to interfere with school duties, *but to aid them.*"

March 20, 1856, C. W. Hill, Esq., President of the Board of Education in Toledo, writes :

* * * * "The uniform, jackets and pants, is intended to be suitable for ordinary use. The jacket is single-breasted, with one row of gilt buttons. Here is no loss and no extra expense, if the boys are to be decently dressed.

"The arms and equipments of this company cost as follows :

4 pairs epanlets, 6s.....	\$3 00
2 doz. cartridge boxes (should be a little better).....	7 00
2 doz. bayonet scabbards.....	10 00
2 doz. waist and cross belts.....	5 18
2½ dozen caps (French style).....	12 71
2 " muskets.....	60 00
4 swords, belts and chains.....	6 00
4 sashes (stuff).....	2 25
Drum and fife.....	6 75
Colors.....	5 00

Nearly the whole of this has been paid by subscription, the members having paid but a small part. The provision here is for only thirty members, though I think it will soon run up to forty-seven; that is, forty muskets and seven officers

and musicians. A larger number to be drilled at one time would require a larger room than can generally be obtained.

"As to the desirableness of such an organization, it depends upon circumstances. With the direction all right, and an opportunity to drill, if not more than an hour at a time, generally as often as once in each school week, and when sufficiently practiced in manual and evolutions, an occasional public appearance or parade of some kind, I should say that the most gratifying results, in every point of view, might be safely relied upon. That the tendency is to some extent better physical development, a more erect and steady carriage, a habit of subordination and respect for authority, a love of order, with a proper self-respect and self-reliance, I have no doubt whatever. These things being so, better scholars and easier government in school would seem to follow as a necessary consequence."

The by-laws of this company are in our possession, but we have no room for them in this number.

Mr. Almon Samson, Superintendent of Schools in Zanesville, writes :

"Our Public School Cadets have been in existence as a company about one year. The first object of Capt. Tyler, who is our writing teacher and first formed the plan of organizing such a company, was to give the boys in our school a kind of exercise which should have a tendency to counteract the bad effects usually arising from improper positions in studying at school. This end has I think been accomplished to some extent, although the limited amount of time spent in the exercise renders it less serviceable than it might otherwise be. The company have maintained a reading room during the winter, and Capt. T. has delivered to them a course of lectures. The effect of this has been to draw many of them from places where they would be under much worse influences. By this military drilling, a disposition has been cultivated to some extent to yield a ready compliance to other requirements, as well as to their orders there. It has proved in some cases an incentive to scholars to maintain a good standing in school, as dismissal from school would at once be succeeded by dismissal from the Cadets. As far as most of these influences are concerned, it depends almost entirely upon the way it is managed. We consider the effect as good upon our scholars in these several respects, but it is due to the efforts of Capt. T. and his endeavors to throw around them the right kind of influence.

"The common objection that it creates and fosters a warlike spirit, has I think, shown itself to be entirely unfounded in this case. I have watched with considerable care for any development of this kind, but have been unable to detect. I should be unwilling to have such a company connected with our schools if not under the right management, but under the care of a teacher who feels the responsibility of his influence there as well as in the school room, I think amusement, physical development, and moral protection may be combined.

A young lady recently from New England, but now residing in Columbus, desires a situation in some school or seminary, as teacher of Drawing, Painting, and French. She has thoroughly qualified herself for giving instructions in those branches, and would prefer to confine herself to them; but would not object to joining with them any of the higher branches of learning. Address the Editor of the Ohio Journal of Education, Columbus, O.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER II.

DEAR CHILDREN :

How do you do, this pleasant May morning? I trust that you are all very well and very happy. Do you not think that *May* is a charming month? I think it the pleasantest part of the year. The new grass is fresh and green; the trees are putting on their leafy summer-dress; some of them are beautiful with sweet blossoms; many flowers, lovely and fragrant, are making their appearance; gardens and fields are telling us that summer is near; and the dear little birds are every day giving concerts of the sweetest music, and so generous are they that they do not charge one cent for all their singing. Do you not think, children, that May is a lovely month?

But I must not wait to tell you any more of what you already know just as well as I do. I will write this letter upon a subject about which I suppose you never yet have heard much. It is a sad subject, and I think that you will feel very sorry for the poor people of whom I shall write.

In my former letter to you, I said that there is a *Lunatic Asylum* in Columbus, to which insane people are sent from all parts of the State. For thousands of years there have been lunatics, or insane persons, but until about sixty years ago there were no institutions for their benefit. It was thought that they could not be cured, and so the poor creatures were kept in chains and dungeons, with no comforts, with nothing to hope for, till death terminated their existence upon earth. A good man in Paris, Dr. Pinel, was the first to put in practice correct views respecting their treatment. The first man on whom he tried the experiment, was a furious maniac, who had been kept chained for forty years, and who had killed one keeper by a blow with his manacles. Such was Pinel's success with him, that throughout the civilized world a revolution took place in the treatment of the insane. The *Retreat* at Hartford, in the State of Connecticut, was, I think, the first institution of the kind established in America.

The *Ohio Lunatic Asylum* was commenced about twenty years ago. It is beautifully situated upon the high ground in the eastern part of the city, about one mile from the State House. The building is very large, furnishing accommodations for 350 inmates. Very few public

buildings present so fine an appearance. It stands within an enclosure of more than fifty acres of ground, a great part of which is covered with forest trees. The building and lands have cost the State about \$200,000, and every year the cost of carrying on the Asylum is more than \$40,000.

To take care of the 300 insane persons who are in the *Asylum*, requires the services of three physicians, a steward, a matron, attendants, servants, etc., to the number of nearly sixty.

There are a great many things that I would like to tell you about the building and its very fine arrangement; but I should make my letter too long. I will now tell you about a visit which, a few weeks ago, I made to the *Asylum*. It was a pleasant afternoon in March. I never had been in such an institution before, and I felt, as children sometimes say, "a little streaked" about going among so many crazy folks. But one of the physicians, Dr. Gundry, went all about the wards and rooms with me, and I found nothing to be afraid of. We first went through the wards appropriated to the females. One poor woman had to be tied up, as she had been very violent, and had tried to injure herself. Some of them sat in chairs, with their faces hid, as though they were afraid to look at us. Some were wringing their hands, and groaning. Some talked and laughed with us, and seemed to be entirely rational. Some told the Dr. that they were well, and that they wished to leave the *Asylum*, and go home. Some of them were greatly excited, and raved and used dreadful language. One woman spends her time in making a variety of very pretty articles, such as lamp-mats, bags, pin-cushions and the like. I was introduced to many of them, and they seemed glad to see me. Some of them had a great many questions to ask. One woman, however, who had a very wild and insane look, put herself on her dignity, and said, "Dr. Gundry, I would have you know that you are not to introduce gentlemen to me till you first have obtained my permission." She gave the Dr. a sharp lecture on the rules of etiquette, made and provided for such cases.

We then went through the wards appropriated to the men. There we found one wretched man whose sad appearance I can never forget. Poor man! They have to keep his arms fastened, or he would soon kill himself. They also keep him tied down in his seat; and even then he contrives to beat his head against the walls, or something else, and in that way he has worn all the hair off from the front part of his head. It would make you, my dear children, feel very bad to see that



wretched man. God grant that none of you may ever become like him.

Some of the men seemed quite happy. One fellow had an old squeaking violin, with which he made a noise which he called music; and another, a young Irishman, was dancing to match. He would give a clumsy kick with one foot, and then hop with the other, and that he called "tripping the light fantastic toe." I am no very great judge of dancing, but I thought it sufficiently "fantastic."

Of one man Dr. Gundry inquired how another one was that day; "Oh! he died last night," was the reply; "he dies every night, but he is always up in season for breakfast the next morning."

One man told me that the night before he had a terrible battle with an army which came against him. Said he, "they shot and fired and blazed and banged away at me, and some of them killed me; but I killed more of them, than they did of me."

One man had been a very excellent clergyman, but from too great effort of mind and body, and from deep anxiety for the good of his people, he had lost his mental balance. He was writing a "Banking House Almanac," which would make banks honest and responsible, and prevent the circulation of bad money. I certainly hope that he will succeed, for such an almanac is greatly wanted.

Another man told me that he was going to "start a Female Seminary at Urbana, which would astonish the Know-Nothings." I asked him on what principle he intended to get it up. He answered, "on all sorts of principles."

But I have time to tell you no more about my visit to the *Asylum*. When you come to Columbus, I will go with you there, and then you can see for yourselves.

Of those who are now in the *Asylum*, 25 became insane before they had reached the age of twenty years. A great many soon recover their reason, and return to their homes. But many will doubtless continue insane as long as they live.

The causes which have produced their insanity are, in part, domestic affliction, disappointed affection, religious excitement, business perplexities, fright, jealousy, intemperance, injury to the head, excessive mental exertion, and others. Of all the 2,776 who have been admitted to the *Asylum* since it was opened, 44 were Teachers! Do you wonder that Teachers become crazy? If all their pupils were *good* and *obedient*, I do not think that they would be very likely to lose their reason. But a *naughty* scholar is enough to make a Teacher go insane.

And were it not that most Teachers have strong and well balanced minds, and are governed by high moral principles, I guess we should need an *Insane Asylum* in about every county.

I hope that you, my good children, will never lose your reason. I hope that your minds will be so well cultivated that you may be very useful while you live, and that you may so live that you will be forever happy.

Good bye, till June.

EDITOR.

NEWS AND MISCELLANY FOR APRIL.

THE SCHOOL LAW.—During the recent session of our Legislature, many fears were expressed that radical changes in our school system would be enacted. But the only modification that was made, is the suspension of the *Library tax* for a single year. All things else remain unchanged.

Many will regret the action in respect to Libraries; while as many others will cordially approve the same. Whether right or wrong, it can not be disputed that there is, in many parts of the State, a strong sentiment of hostility to this feature of our school law. It will be of no great use to distribute books throughout the land, if they are to be kept boxed up in the offices of our county Auditors. Still, many townships were making a very profitable use of their Libraries, and they will, with us, regret the action of our Legislature.

We most heartily approve of the main features of our school law; but we are not of those who think it absolutely perfect. We, upon reflection, are persuaded that the law would be improved by placing restrictions upon the authority of Township Boards, such as were recommended by the committee in the Legislature, to whom the subject was referred.

We think that our school system will long remain without any great modification. We do not believe that we shall soon have a Legislature which will lay violent hands on this system. The law has already outlived the sharpest opposition that it was destined to experience.

Of the two noble objects for which our State Teachers' Association petitioned—one—the *Normal Schools*—failed; the other—the establishment of a *Reform School*—succeeded.

COLUMBUS SCHOOLS.—The Public Schools opened for the summer term on the 7th ult. During the first week the numbers enrolled were as follows: In the Central Building (on State street,) 524; in the North, 351; in the South, 318; in the Middle, 220, and in the German English Schools 210; total 1,623. Of these 102 are in the High School, 251 in the Grammar Schools, 380 in the Secondary, and 680 in the Primary Schools. In the High School, 4 teachers are employed; in the Grammar School 7, (three males and four females;) in the Secondary 8; in the Primaries 11; and in the German Schools 3, one male and two females—

In addition to these, a teacher of Penmanship and one of Music are employed, who give lessons in all the schools above the Primaries, making an aggregate of 35 teachers.

SANDUSKY SCHOOLS.—1 High School; 1 First Grammar School; 3 Second Grammar Schools; 4 Secondary Schools; 7 Primary Schools; 1 Colored School; Total 17.

SCHOLARS.

In High School.....	87
In First Grammar School.....	113
In Second ".....	392
In Secondary School.....	275
In Primary ".....	695
Colored.....	47
Total.....	1609

TEACHERS.

1 Superintendent, per annum.....	\$1,500 00
1 High School, per month.....	85 00
1 " ".....	40 00
1 " ".....	20 00
1 First Grammar, ".....	65 00
1 " ".....	25 00
1 2d Grammar, ".....	35 00
2 " ".....	25 00
1 " ".....	22 50
4 Secondary, ".....	22 50
1 Primary, ".....	22 50
6 " ".....	20 00
1 Colored, ".....	20 00

For the current year the Board have raised the wages of the principal teacher in the High School, from \$85 to \$90 per month, and the wages of the principal in one of the Second Grammar Schools from \$25 to \$27 per month.

BELLEFONTAINE.—We learn from the *Gazette* that the people of Bellefontaine have enjoyed a rich treat in attendance upon a recent exhibition of their Union School. "Union Hall" was crowded by the largest gathering ever seen in that beautiful town. The exercises were of a high character, and demonstrated the excellency of the instruction which the pupils of that school experience. The Superintendent of the schools, Mr. Parsons, received from the exhibitors a valuable present, as a testimonial of their appreciation of his high accomplishments as a gentleman, and his rare merits as a teacher.

XENIA.—The Union School in this gem of a village, is under the charge of Mr. P. H. Jaquith, and has enrolled 543 pupils. It is fast rising in character and popular favor.

We had intended in this number to have given a notice of the Cincinnati Schools, as we saw them while on a visit to that city, a short time since. But we must defer the matter till our next, simply remarking that we judge them to be among the very best in our country. Mr. RICKOFF is doing a great work in the Queen City, and no man is better qualified for such a charge.

INSTITUTES.

(NOTE.—For want of space we are obliged to condense the notices, which our friends send us, of educational meetings, in various parts of the State. Give us 5,000 subscribers and then we can enlarge the *Journal*, and better meet the wishes of our correspondents.)

TUSCARAWAS.—Met at Canal Dover the first week in April—the best institute ever held in that part of the State—118 bona fide teachers present—a host of citizens attended all the meetings—instructors, *Arithmetic*, C. Tracy; *Elementary Sounds and Reading*, C. S. Royce; *Geography*, J. H. Rolfe; *Theory and Practice of Teaching*, and *Grammar*, J. Ogden; *Physiology*, T. McCartney; *Mental Arithmetic*, R. Q. Beer—evening meetings, filling the largest church in the village, addressed by Messrs. Barney, Ogden, Tracy, Rolfe and Royce—a resolution against altering school law passed by 500 citizens—adjourned to meet at New Philadelphia on the first Monday in Oct. next. Mr. Ogden excited deep interest in favor of the McNeely Normal School. "Although our county has been on the back-ground heretofore, we intend to occupy that position no more. Tuscarawas will let you hear from her again." All right.

COSHOCOTON.—We have seen no full account of the Coshocoton Institute, but from the "Age" we clip the 2d and 3d of the resolutions passed at that meeting. All hail, Coshocoton! We admire the way you have of saying things. If ever you meet again "may we be there to see."

"Second. That we regard the circulating of educational journals as a principal auxiliary in this important work; and we therefore, with pleasure, recommend the Ohio Journal of Education not only to teachers, but to all classes of community.

"Third. Believing that the well-being of the pupil, both for time and eternity, depends much upon the teacher, we do emphatically insist that the standard of morality among teachers should be elevated, and especially should they be free from those sins of a depraved appetite that degrades the moral nature and blunt the finer feelings of the soul."

MONROE.—Met at Woodsfield, March 31st. Five years ago the County Association numbered but 3 members; now it has 120. Then Monroe did her *mite*; now she shows her *might*. Then she was a dark spot in our State; now she is "bound to blaze." The Association does its own chores, never having had a Lecturer from abroad. This, and more than this, we learn from an esteemed correspondent. He sent a long list of subscribers, which shows that the folks that way know what is good. We, like Gen. Cass, are in favor of the "*Monroe doctrine*." From what we learn of this county we judge that it is blessed with not a few of as good teachers as our State can boast.

WARREN CO. ASSOCIATION.—Met at Lebanon, on the first Saturday of April—a fair number present—meeting very pleasant—a good deal of miscellaneous business transacted—in the forenoon an excellent address by Mr. Foster of that county, and in the afternoon a rather prosy one by a stranger. Old Warren can very safely be trusted to do her part in the cause of education.

OUR NORMAL SCHOOLS.

MCNEELY—at Hopedale.—The second session has opened encouragingly. About 70 pupils are connected with the two departments—Normal and Academic—not counting those in the “Model School.” More are daily arriving, and the number for the term will range from 75 to 100. Most of them are preparing for teaching.

The Principal has secured the confidence of the pupils and of the community generally. He is admitted to be “the right man for the place.” Mr. C. S. Royce has been engaged to teach Phonography and Phonotypy to a class of 60, and his efforts are highly successful. On the whole, the friends of “the McNeely” have good reason for satisfaction with the success of the enterprise. Hopedale is hopeful.

SOUTHWESTERN—at Lebanon.—“That goodly mountain and Lebanon.” We have visited this very pleasant town, and have not seen a pleasanter in all our State. A finer location for an institution of learning could not be found. The Normal School, under the charge of our friend, Mr. A. Holbrook, is marching straight up the hill of science. It has 130 pupils in the Normal Department, and 45 in the Model School. The summer term will commence May 5th, and continue eleven weeks. At the close of the term the “S. W. Normal Institute” will commence, and continue five weeks.

The “Model School” is under the charge of Mrs. Holbrook. The pupils pay a tuition fee of \$24 per annum, and about \$1,000 is thus realized. From what we saw and heard, we feel the utmost confidence in the success of this enterprise.

NOTICES AND SUCH LIKE.

The semi-annual meeting of the Fayette County Musical Association will be holden on the 9th, 10th and 11th days of June next, at Washington, under the superintendence of Professors JOHN GIBSON and L. G. FESSENDEN. The Convention will close by giving, on the last evening, a grand concert of vocal and instrumental music. All persons, and especially those interested in having music introduced into the common schools of Ohio, are invited to be present.

JIM EDWARDS, *Ch'm Com. of Arrangements.*

BLOOMINGBURG, April 4, 1856.

PREMIUMS.—Read Mr. ROLFE's advertisement, on second page of cover. Every school should be furnished with Pelton's Maps. They are worth ten times their cost. But our friend Rolfe, just like himself, offers to pay you for doing yourself a favor.

The page of “Practical Phonetics,” which we are accustomed to receive in type, from Cincinnati, has failed to reach us, for the present number.

We regret that our *Book Notices*, and a notice of several of our exchanges, including the *Genius of the West*, Cincinnati; *Union School Journal*, Springfield; *Normal School Advocate*, Dayton; *The Acorn*, Cleveland; the *Illinois Teacher*, and the *Wisconsin School Journal*; also, Mr. Barney's recent and

exceedingly valuable Report, all designed for this number, are crowded out, and must wait over, one trip.

Do not fail to notice our eight pages of *new* advertisements. Appleton comes out with that long-promised Geography. Sheldon and Blakeman remind us of their excellent "Normal Series;" do not fail to read their notice. A. S. Barnes and Company furnish a splendid catalogue of popular school books, with prices annexed—a good idea. Merriams tell you just the identical spot where you can "Get the Best" of Dictionaries, and so do Hickling, Swan & Brown. The latter house—but see page 4 of cover.

ACKNOWLEDGMENT.—I have received, per JOHN HANCOCK, Esq., the following sums, on the $1\frac{1}{2}$ per cent. fund, and credited the Association with the same:

W. D. Parker, \$12; Asahel Page, \$12; A. J. Rickoff, \$10; J. Hancock, \$10; A. S. Reynolds, \$10; John D. Caldwell, \$10. Total, \$64.00. A. SMYTH.

FINANCIAL.

At the last meeting of the O. S. T. A., it was voted to recommend that, as far as possible, pledges be obtained from Teachers and others, for the payment of $1\frac{1}{2}$ per cent. on their salaries, for the purpose of increasing the efficiency of the operations of the Association, to be paid *in advance*, in two semi-annual equal payments.

The following sums have been pledged, and others will be forwarded for publication as they shall be received.

M. F. COWDERY,
Chairman Financial Com.

Lorin Andrews, Gambier, O.....	\$22 50	Miss N. R. Hart, Morrow.....	\$5 25
Anson Smyth, Toledo	18	" M. J. Manfort, Miamisburgh	4 50
M. F. Cowdery, Sandusky.....	22 50	Almon Samson, Zanesville.....	15
A. D. Lord, Columbus	18	Jacob N. Deselle, Steubenville	7 50
John Hancock, Cincinnati	15	J. P. Ellenwood, ...	15
M. D. Parker, ...	11 70	Edwin Regal, Hopedale.....	—
John B. Trevor, " (paid \$6)	12	D. F. DeWolf, Tiffin	18
James M. Ross, "	15	W. Mitchell, Norwalk.....	12
Mrs. L. M. C. Rolfe, "	12	A. C. Fenner, Dayton.....	13 50
J. H. Rolfe, "	—	T. W. Harvey, Massillon.....	—
S. N. Sanford, Granville	15	D. W. Proctor, Cleveland	—
J. H. Holton, Milan	9	W. A. McKee, Coshocton	—
Geo. H. Jenkins, Mt. Pleasant ..	9 75	Henry Barnes, Inland.....	—
Chas. S. Royce, Huron.....	—	Wm. C. Catlin, Mansfield.....	—
I. S. Morris, Eaton.....	7 50	Mrs. M. E. Catlin, "	—
F. W. Hurtt, Springfield	12	E. L. Carney, Canton	—
A. Holbrook, Lebanon.....	18	R. Q. Beer, Ashland.....	—
J. Ogden, Hopedale.....	18	Jas. J. Sadler, Rootstown	—
Chas. Rogers, Dayton	—	A. J. Rickoff, Cincinnati	—
E. C. Ellis, Georgetown	15	Liberty Hall, Columbus.....	—
J. B. Irvine, Morrow.....	8 25	Theo. C. Bowles, "	—
John D. Caldwell, Cincinnati....	12	John Hageman, Cincinnati	12
J. G. Marchant, "	15	Daniel Hough, "	15
A. L. Reynolds, "	10	W. F. Hulbert, "	15
A. Page, "	12	John W. Edwards, "	15
C. Nason, "	15	John T. Swartz, "	7 50
Alphonso A. Brunner, "	7 50	Thomas J. Lone, "	15
B. O. M. D. Beck, "	15	S. S. Colton, Sandusky	15

CIRCULATION OF THE JOURNAL.

Adams.....	7,659	10	12	30	Logan.....	8,084	19	12	32
Allen.....	6,722	11	4	27	Lorain.....	10,491	7	8	42
Ashland.....	8,989	16	12	36	Lucas.....	6,860	24	116	27
Ashtabula.....	11,489	9	25	46	Madison.....	4,167	5	24	16
Athens.....	8,376	22	116	33	Mahoning.....	8,857	1	2	35
Anglaize.....	5,793	0	0	23	Marion.....	5,503	3	1	22
Belmont.....	13,583	10	10	54	Medina.....	8,700	24	4	35
Brown.....	10,733	73	44	43	Meigs.....	8,659	4	34	34
Butler.....	11,689	15	27	46	Mercer.....	4,607	0	0	18
Carroll.....	6,533	3	2	26	Miami.....	10,587	18	8	42
Champaign.....	7,879	15	17	31	Monroe.....	10,233	13	16	41
Clark.....	8,864	10	4	35	Montgomery.....	15,643	19	15	62
Clermont.....	12,090	68	104	48	Morgan.....	8,711	31	8	35
Clinton.....	7,065	19	25	28	Morrow.....	7,763	4	7	31
Columbiana.....	11,942	32	18	48	Muskingum.....	16,670	37	49	66
Coshocton.....	9,862	46	26	39	Noble.....	8,222	1	4	33
Crawford.....	8,193	4	5	32	Ottawa.....	1,968	2	0	8
Cuyahoga.....	24,232	13	63	97	Paulding.....	1,510	0	0	6
Darke.....	9,579	3	6	38	Perry.....	8,148	12	1	32
Defiance.....	4,183	9	7	16	Pickaway.....	8,071	24	17	32
Delaware.....	9,043	28	8	36	Pike.....	4,330	3	3	17
Erie.....	7,590	17	28	30	Portage.....	8,886	23	29	35
Fairfield.....	11,388	15	11	45	Preble.....	8,114	30	34	32
Fayette.....	5,306	10	5	21	Putnam.....	4,169	2	0	17
Franklin.....	14,688	35	39	58	Richland.....	11,647	23	27	46
Fulton.....	4,785	4	3	19	Ross.....	11,581	19	5	46
Gallia.....	7,209	2	1	29	Sandusky.....	7,260	5	21	29
Geauga.....	5,847	4	3	23	Scioto.....	8,164	25	18	32
Greene.....	8,777	43	25	35	Seneca.....	11,203	50	84	45
Guernsey.....	10,263	24	16	41	Shelby.....	6,129	2	2	24
Hamilton.....	57,923	120	128	231	Stark.....	15,949	18	43	64
Hancock.....	8,416	8	15	33	Summit.....	10,026	6	6	40
Hardin.....	4,329	0	0	17	Trumbull.....	11,619	11	6	46
Harrison.....	7,260	9	19	29	Tuscarawas.....	12,685	17	48	50
Henry.....	2,647	0	0	10	Union.....	5,884	1	0	23
Highland.....	9,939	39	39	40	Vanwert.....	3,366	0	10	13
Hocking.....	6,738	1	1	27	Vinton.....	4,920	3	2	20
Holmes.....	8,035	0	2	32	Warren.....	9,621	60	95	38
Huron.....	9,791	37	67	39	Washington.....	12,361	25	11	49
Jackson.....	6,460	63	13	26	Wayne.....	12,214	16	13	49
Jefferson.....	10,348	30	43	41	Williams.....	5,610	2	0	22
Knox.....	10,854	21	12	43	Wood.....	5,513	8	14	22
Lake.....	5,381	24	37	21	Wyandot.....	5,339	4	4	21
Lawrence.....	7,557	9	23	30					
Licking.....	14,031	35	33	56	Totals.....	820,624	1575	1889	3319

The first column shows the *School population* of the counties the second, the circulation of the *Journal* May 1, 1855 the third, the circulation May 1856, and the fourth, the circulation necessary to render the *Journal* self-supporting.

As there has been no census taken in the State for six years, we have used the enumeration of youth between the ages of 5 and 21 years, taken Oct., 1855, as the basis of calculation.

It will be seen that the circulation at present, though 314 above what it was last year, is far below what it should be. The whole expense of the *Journal* for 1856 will somewhat exceed \$4,000. The advertising will produce at least \$1,000, and over \$3,000 must be received from subscribers, or the *Journal* will continue to be, as it was last year, a bill of expense to the Association. There is much that we would say on this subject, but the want of space forbids.

It will be seen that Lucas, Athens and Warren take the premiums of \$50, \$30, and \$20, offered in the February number, and which we hold subject to the order of Messrs. John Eaton, Jr W. H. Young and W. T. Hawthorne. These counties are followed closely by Clermont, Seneca and Lake, and we gratefully

acknowledge our obligations to Messrs. William Carter, C. C. Nestlerode and Geo. H. Howe. Our cities have furnished—Cincinnati 112, Toledo 80, Cleveland 61, Columbus 34, Zanesville 17, Sandusky 15, Dayton 12, Tiffin 5, Springfield 4, Akron 1, subscribers.

Many of the smaller towns and villages have done nobly; but FOSTORIA, a village that we can find on no map, and the name of which we have seldom seen in print, but a place somewhere in Seneca county, has FIFTY-EIGHT Subscribers. If the Millennium ever comes, we guess it will commence at Fostoria.

Of *Felicity*, in old Clermont, pretty much the same thing may be said. Population 1,000; subscribers 31.

THINGS PERSONAL.

APPOINTMENTS BY THE GOVERNOR.—J. H. Seymour, John F. Morse, Lucian Swift, Luther D. Griswold, Philo S. Ruggles and Joseph Perkins, Directors of the *Northern Ohio Lunatic Asylum*.

Larton Dunham, Jefferson Patterson, William H. P. Denny, John W. Defrees, Hibbert Jewett and William P. Huffman, Directors of the *Southern Ohio Lunatic Asylum*.

John Bryte, Joshua Martin, Jacob R. Ware, John P. Bruck, T. W. Powell and Samuel M. Smith, Directors of the *Central Ohio Lunatic Asylum*.

John W. Andrews, John Greiner and Robert R. Sloan, Trustees for the *Institution of the Blind*.

Theodore Comstock, Henry Miller, William W. Bierce, Trustees for the *education of the Deaf and Dumb*.

William A. Platt, Acting Commissioner, and James T. Worthington and Lemuel G. Harkness, *Advisory Commissioners of the New State House*.

Jonathan D. Morris, Lovell W. Babbit, Lewis G. Van Slyke, Cyrus Spink and Alfred P. Stone, Directors of the *Ohio Penitentiary*.

John A. Foote, Charles Reemelin and James D. Ladd, Commissioners to provide for the establishment of the *Ohio Reform School*.

John McLean, Trustee of the Ohio University at Athens. Benjamin P. Aydelotte, Trustee of the Ohio University at Oxford.

Mr. S. M. ETTER, Principal of the Grammar School in Perrysburgh, has been chosen Superintendent of the Schools in , Lacon Ill.

J. K. MOWER, a member of the senior class of the Ohio University, has been elected Superintendent of Public Schools of Athens.

Mr. F. W. HURTT, late Superintendent of the Schools in Springfield, wishes to engage as Prof. of Mathematics in some College, or Supt. of Schools, in Ohio. Mr. H. possesses high qualifications for either post, and if necessary, is able to furnish most satisfactory testimonials.

He may be addressed at *Springfield, O.*

JOSEPH McKEEN, Esq., Assistant Superintendent of Schools in the City of New York, recently deceased, aged about 55 years. Mr. McKeen has long been one of the most prominent and useful educationists in our country, and his death is a national loss.

Rev. JOHN MORTIMER, formerly Prof. of Languages in Hamilton College, has been engaged to give classical instruction in the Public High School of Elvira.

THE
Ohio Journal of Education.

COLUMBUS, JUNE, 1856.

ADDRESS.

THE LIFE AND SERVICES OF DR. JOSEPH RAY.

BY REV. D. S. BURNET.

JOSEPH RAY was born in Ohio county, Virginia, Nov. 25th, 1807. He was cradled among the hills of the west, near the banks of "La Belle Riviere," our graceful Ohio, in sight of Pennsylvania, the key-stone of the Atlantic arch, and Ohio, the cap-stone of western sovereignty. His father, W. Ray, though of Anglo-Saxon stock, came to that neighborhood from Ireland, near seventy years ago, where he married a Pennsylvania Quakeress. Joseph was the eldest of their nine children. At a very early age he discovered to his solicitous parents his contemplative turn of mind. In answer to my letter of inquiry, his father writes me that, "as soon as he could talk, he learned the letters by asking the name at the top of the page of books. As there was no school to go to till he was six years of age, his mother and myself taught him to read, and to enumerate to hundreds of millions. At six years of age, he first went to school, and the first day he reached the head of the first class." My auditory will perceive that the school was not of this age nor latitude. The old gentleman resumes: "He could repeat the 33d chapter of *Numbers* and *I Chronicles*, 1st chapter, before he was seven years old. During his first year of school, he reproved a large boy for swearing." If any present should fancy that the memorizing of these two chapters is not a remarkable juvenile achievement, he had best enlighten himself by turning to the passages designated. The first contains the forty two journeys of the Israelites from Egypt to Canaan, and the not very pronounceable names of as many encampments; and the second chapter (I Chron., 1) is a tabular

display of the genealogies of Noah to Adam, of the races of Japheth, Ham and Shem, the Abrahamic race, the Ishmaelites, the family of Keturah, the posterity of Isaac, and the kings and dukes of Idumea; the whole forming a tolerable introduction to the study of the Hebrew, and perhaps some other oriental tongues, and a very severe test of the powers of memory—a test ill advised in common cases. Indeed, I was surprised some years ago, at the extreme facility with which the Doctor read off Numbers 33d in church, in our consecutive course of Scripture lessons; but his father's letter quite unraveled the mystery.

During his early youth, he was much at home, aiding his father on his farm. But from fourteen to sixteen years of age, he was at school. At fifteen he commenced the study of algebra, geometry, and surveying; and one year after, became a teacher in the vicinity, that he might relieve his father, whose family was increasing, from the burden of his support. In that primitive settlement, watches were rare, and Joseph, being too poor to own one, constructed a sun-dial, guessing at the time to open and close school in cloudy weather. After teaching for some time, where he could find employment, in April, 1825, he repaired to College, in New Athens, Ohio, where he studied mathematics during one term, under Prof. Armstrong. Necessity again drove him to teaching. This alternation, from the reception to the impartation of instruction, is by no means unfavorable to the development of a practical mind, and to the training of a working man.

In 1826, he commenced the study of medicine in connection with teaching; and the next year, after instructing one term in the village of Warrenton, in Jefferson county, he entered the office of the benevolent Dr. Joel F. Martin, of that place, as a regular student of medicine. Never had a young man, struggling with poverty, a firmer or a better friend.

An incident mentioned by the Doctor in a letter, is so characteristic of our departed friend, I will gratify the audience with the extract. Dr. Martin observes: "I remember one instance, in particular, of his close application to study, that I must mention. He was engaged one evening in the office, at the study of *OSTEOLOGY*, and I was assisting him. He appeared to be deeply interested, with his books, plates and bones around him, when, near bedtime, I was called away to the country, to see a patient, and I left him; and when I returned, near day, I found him exactly where I had left him, apparently as much absorbed in study as he was when I left in the fore part of the night. Somewhat embarrassed, and completely astonished to find that the night was

so far spent, he immediately retired, but was up in the morning at his usual rising time. During the latter part of his stay with me, I succeeded in getting a chance for him to attend, free of cost, a course of lectures in the Medical College of Ohio, and this introduced him in Cincinnati."

About this time, the bent of his character displayed itself in the commencement of a weekly Review, not of literature and morals, but of Joseph Ray's life, in what he called his "diary." Though these records were often interrupted by the pressure of engagements, they clearly show a mind inclined to both meditation and piety. This habit cannot be too highly commended to the young. The pen is an aid to reflection, and the *memoranda* furnish the material of it. The well written diary discloses the man which it has contributed to make.

From Nov., '29, to March, '31, he prosecuted his medical education, teaching in the summer, while the winters were spent in the Ohio Medical College. He received his diploma in the spring of '31, and chose Cincinnati as the place of his after residence. In that year I became acquainted with him, and on the 15th of August, married him and my wife's kinswoman. His young bride, by an entire devotion to his interests and great decision of character, encouraged him very materially in his career of laborious and praiseworthy ambition. But he was unsuccessful in medical practice. Patronage was tardy, and his wants were pressing. He sought and found a tutor's situation in Woodward High School, the following November. Here we will take leave of our young student, with a reflection arising from the facts already submitted.

It is worthy of remark that, true to the maxim, "the boy is father to the man," men of genius have usually shown their bent while young. The poetic flame is kindled amid the fires of youthful passion or early sentiment.

"Poeta nascitur, non fit."

Poet born, he may be a poet made.

The gem may be polished after it is known to exist, but scholastic alchemy can achieve no higher art than to set a paste brilliant for the mind's adorning, where nature has denied the "stone of the first water," enchain the case or furbish the imitation as we may. At the age of 15, the great scholar and philosopher of Germany, Leibnitz, had committed to the commodious apartments of his memory almost everything the bard of Mantua ever wrote; and by the time he was nineteen, he had given authorship to three profound and learned works.

But as he was also a great mathematician, and early began his researches into the abstrusities of numbers and extension, he and his great contemporary and successful rival, the founder of natural philosophy, may be quoted as illustrious examples of the maxim, as applied to genius, devoted to the severer, as well as the more pleasing studies. Indeed the list could be swelled to a magnitude disproportioned to this occasion, and I will content myself with further citing Des Cartes, on whose shoulders the other two stood, to get that wider horizon of thought which has made the world rejoice in the certitudes of modern science, mental and material. Though swallowed in the vortices of his exploded astronomy, he stood early upon the foundations of the mathematics, assured of the solidity and extent of his basis. These three great men were so absorbed, in early life, with the discoveries and inventions which have severally signalized them, that they never married, a circumstance which may be certainly classed among the "curiosities," if not among the "amenities of literature."

I have said Sir Isaac Newton was an example of the early development of his illustrious ruling passion. He was preëminently so. From youth he seemed determined to exhaust his intellectual receiver to zero, in his efforts to carry the plummet of profound observation and the line of strict admeasurement to the limits of immensity, as well as to the affinities of the atom. Following his rigid method of inquiry, he gave the world the three great discoveries which form the glory of his life—the method of fluxions, the theory of universal gravitation, and the decomposition of light—before he was twenty-four years of age. In after life, he confirmed, elucidated, and extended these discoveries, publishing and surrounding them with a halo of kindred radiant truth. But the great work which subsequently attracted the admiration of the world, without disturbing his humble equanimity, was wrought out by the powerful enginery of his youthful intellect. Hear the adulation of Voltaire, himself so idolized by the people who contest, with England, the origin of all science, much in the spirit of the Imperial Corsican, who willed that every discovery should be made in Paris :

"Le charvne tout-peuissant de la philosophie
Elève un esprit sage audessus de l'envie.
Tranquille au-haut des cieuxque Newton s'est soumis,
Il ignore, en effect, s'ile a des enemis."*

* The all-powerful charm of philosophy elevates a wise spirit above envy. Tranquil, surmounting those Heavens which he had subjected to himself, he was ignorant that he had enemies.

Again :

“Le compas de Newton, mesurant l'univers,
Lève enfui ce grand voile, et les cieux sont ouverts.”†

Thus did the young Europeans triumph in the youth of Europe. America is young, and her day has dawned. She must be true to her destiny. Expectation, like the mariner's bride standing on the tall cliff, praying for the sail that brings the lord of her affections to emerge from the horizon, waits on the birth of American genius.

I congratulate my auditory upon the proud fact that Joseph Ray was an American. I believe in a christianity which overleaps all earthly boundaries, regardless of mountain or vale, ocean or island, nation or family, caste or complexion—not leveling to our destruction like the grave, but exalting to our redemption and spirituality, by the revelation of the Humane, Divine Restorer; but at the same time, I also believe in an exalted and exalting patriotism—a noble bond of union for a noble race, and consequently a race of nobles. And why can not we Americans outstrip the Greeks, who outstripped the world, by being Greeks, and nothing but Greeks? Their achievement was “what they could.” Their speaking marbles, their burning eloquence, their *semper virent* poesy, achieved the victory of the world in ages of darkness and barbarity, and made poetic, yet effeminating myths. But Columbia appears on the historic page after the mirage of mythology had been dissipated by the world's progress, and the rock of truth was disclosed, unharmed by the waves of tumultuous power beneath, or fickle tempests of error above.

“All truth is from the scriptural source of light divine.
The only amaranthine flower on earth
Is virtue: the only lasting treasure, truth.”

Bathed in the radiance of Christianity, with a free mind and an unshackled arm, our countrymen should aim at the achievement of a character that neither the taste of Greece, nor the prowess of Rome, could illustrate. This be thy honor, my country! Leave the empty logomachy of etymologists to those who like a war of words, but let us content ourselves that we are neither Celts, nor Saxons, nor Anglo-Saxons—but Americans. No old race has the destiny of empire; nor can all races rule; but a new race, itself a fusion of races and a realization of possibilities, named *par excellence*, from the land of mightiest mountain ranges and mightiest rivers, richest savannahs and most grow-

† The compass of Newton measuring the universe, lifts at length this great veil, and the Heavens are disclosed.

ing people. The prestige of such a destiny never irradiated the pathway of another people, since the day that the fiery, cloudy ensign of Jehovah led the careering hosts of Israel. "I am an American," will hereafter more effectually stifle the impotent choler of tyranny, than the name of "Roman."

I repeat it, I rejoice that our departed brother was of the new composite race, and that his honors are ours. It is not enough that our canvass has whitened every Sea, out-tonning and out-sailing, eagle-like; not enough, that our expeditions of exploration have enriched the treasuries of science—that our steam ship is the wonder of the world, and our telegraphic wire its sympathetic nerve, cheating father Time of his wings, publishing the history in the west in advance of the fact in the east, by the clock, ominous of the route of empire. It is not enough that the American volunteer, of world-wide respect, has shamed the system of standing armies, by which absoluteism has ever robbed agriculture of its honorable labors, and art and science, and domestic happiness, of their votaries. The last triumph of civilization must be achieved here: the man, God's work and God's image, irrespective of caste or human will, but by the will of God, should be exalted to the right of his intelligent, independent and pious service, by becoming, in that right guaranteed by the State, all that education and religion can make him. In other countries genius has sometimes its reward, as genius will have; and the son of the peasant has worn crown and mitre; but it has been a well developed seed, adventitiously dropped into the hot-bed. Humanity demands, and America concedes to man, manhood—to labor, success—to talent, and goodness, and genius, distinction. Such a country, and only such a country, fully illustrates the capacious meaning of field, laborer, fruit.

Dr. Ray's career in Cincinnati is so well known as to relieve me from detail. He never ceased to be a student. Labors crowded upon him. He became a teacher in the department of Mathematics in the Ohio Mechanics' Institute. In December, 1845, he received the chair of mathematics in Woodward High School, shortly after that time exalted to a College. In '37, Ray's first Arithmetic was published; and in '43 the third part of his Arithmetic. In '47, he commenced his Algebra, part first, which, in due time, was followed by part second. When, in 1851, the College was merged into the city schools, and became one of the two Cincinnati High Schools, Dr. Ray was made the Principal, in which post he continued till he dictated and signed his resignation, the day before his death.

As a teacher, he was thorough ; as a disciplinarian, impartial, strict, but considerate, dignified, but mild ; as a friend, faithful and constant, rather than ardent, yet securing the esteem of his colleagues.

Joseph Ray was a working man. If this is not already sufficiently apparent, it is only necessary to refer to the records of the school board, to the thousand teachers he examined, to the Board of Trustees of the House of Refuge, over which he presided, to the Cholera Visitation committee of 1849, of which he was a member, etc., etc. All this time he was writing books—not merely those which were published, but his Geometry, and others higher in the series, which he was preparing for publication.

He was a remarkable economist of time, as well as an admirable manager of the valuable endowment fund of "Old Woodward." With him not a moment was to be lost. He had his watch so constantly in his left hand—it was his characteristic gesture—that those not well acquainted with his habits, were sometimes annoyed by it. He rose early and studied late.

For many years I was his pastor. He was an intelligent professor of the Christian religion for twenty-five years—well read in the sacred Scriptures : for several years an officer of the church, and accustomed to take part in the exercises of social meetings. His pupils will long remember his prayers in the College and High School. In common with his brethren, he assumed the Bible to be his sole guide to truth—the exclusive directory of ecclesiastical, social and personal duties, and the measure of Christian privilege.

He had arrived at a commanding position ; his usefulness was increasing ; the old Woodward, warehouse-like edifice, was razed to the ground, and the new structure, more costly than any other scholastic building in the Queen city of the West, was rapidly approaching the top-stone ; his own dwelling was being supplanted by a lordly mansion ; his Mathematical series, already the school course of the west, was growing, under his pen, into a system ; his only son, and only child, was being settled in life ; all his dreams and anticipations were approaching realization—when his friends were compelled to sound the alarm in his reluctant ears. Pulmonary consumption, the foe of his family, was already entrenched behind his vital powers, and it is decreed that he must fall in the moment of his victory. It was difficult to persuade him that the drop-curtain of the last act of life, was about falling. By a perfectly perpendicular adjustment of the *vertebræ*, he continued to sit up, when his muscular strength had almost departed, flattering him-

self that he was not mortally diseased. The energy of his will seemed to defy death; yet on Lord's Day evening, some twelve hours before his departure, at his own suggestion, in company with his family and one of our elders, he took from my hands the emblems of the great sacrifice on which is built the hope of the world. "Now," said he, "I feel refreshed and composed." Speaking no more upon that subject, and but little upon any other, he died, early the next morning, after taking leave of his family.

In asking this address, the teachers of Ohio not only sympathize with the whole profession in Cincinnati, in a high estimate of Dr. Ray's character, and in their unlimited confidence in him as a man of probity and earnestness, but they signalize him as an exemplar. As such, it is a pleasure to me to hold him up to both the pupils and the teachers of this land. Seldom has a teacher more enjoyed the confidence of his compeers, or more the confidence of his pupils, than Dr. Ray; and seldom has that confidence been as well deserved. How admirable such a reputation! How admirable the "patient continuance in well-doing" through youth and through manhood, that secures it! And, if possible, how much more admirable the succeeding generation of teachers that can emulate such an example, and figure their character after such a model of moral beauty! How munificent the dying man, who bequeaths to the youth such a legacy! How rich the surviving admirers who make good the heritage, by proving themselves to be of the same moral stock!

It is a remarkable providence that in one year, Woodward should lose the master spirits of her board of Trustees and her faculty. We carried Joseph Ray to the vault of Samuel Lewis, but recently built, and then occupied by its proprietor.

Dr. Ray fell in the embrace of death along side the friend of his youth and companion of his after years. The principal of the trustees and the principal of the faculty, slept sweetly together, after an unusual life of toil. The orbits of their cycles were different, but in their ascending roads they cut the equator of usefulness at the same point. The minister, the philanthropist, and the patron of education, found his point of contact with the teacher whose character we this evening contemplate, in his selection of him, while a young physician, to be tutor in Woodward School. Lewis, having obtained the endowment from the aged Mr. Woodward, founded the school, and fostered it with paternal interest. Dr. Ray realized his plans, and exceeded his expectations.

As to Dr. Ray's domestic history, we have a most instructive and most melancholy commentary in the lamentable end of his much respected relict. Aware that her devotion to him, partaking of the filial as well as the conjugal character, was too strong to admit of a sudden separation, some ten days before his departure, while as yet neither he nor his friends seemed aware of the furtive, but near approach of dissolution, I committed to her keeping my forebodings, and urged her to prepare her mind for the worst, however she might be inclined to hope for the best. *Then* the stroke was overwhelming; but how terrible was the final separation may be argued from the results. A sense of the proprieties of the occasion, the supports of religion and medical appliances, bore her past the day of sepulture in partial composure. The requiem sung in strains of hope, we fondly indulged anticipations of a settled serenity. But she was in the valley of the shadow of death, and chilled through her whole nature—withered like a blighted flower. The bloom faded, and the leaf rustled in the zephyr.

"It is sad

To see the light of beauty wane away,
Know eyes are dimming, bosoms shriveling, feet
Losing their springs, and limbs their lily roundness;
But it were worse to feel the heart-spring gone:
To lose hope—care not for the coming things—
And feel all things go to decay within us."

Thus doomed, she turned away from the future, and fixed her full and absorbing gaze upon the past—thinking, speaking only of the loved and lost. The happy home, the green old age, wealth and honor, were buried in the tomb, where slept the husband of her youth. Every day of the eight weeks which ensued, she spoke of quickly joining him, until the hour she returned to the deserted homestead—when the sight of familiar objects, the recollection of bygone days and cherished hopes, sent reason reeling from her throne, and she, in the maddened moment, precipitated herself to the earth from the third story window, and never spoke again!

"O love! thou sternly dost thy power maintain,
And will not bear a rival in thy reign."

An attachment, thought by some to be too exclusive, overcame all other attractions, and now they lie side by side, where "the weary are at rest," inviting the spirit-touching dirge of David at the death of Saul and Jonathan: "They were lovely and pleasant in their lives, and in their death they were not divided."

"Death loves a shining mark—a signal blow;
A blow which, while it executes, alarms,
And startles thousands with a single fall."

ASSOCIATE EDITORIAL.

EXTRACTS FROM AN ADDRESS DELIVERED BEFORE THE CUYAHOGA COUNTY TEACHERS' ASSOCIATION, ON "THE CULTURE AND TEACHER OF THE COMMON SCHOOL."

* * * On this point I aver, first, *that every child should be taught to think*—to think earnestly—to think correctly. Nothing short of this can be termed culture. The process of inserting a few facts in a scholar's memory—like specimens in a museum, or samples of goods in a show case,—is not education.

To educate the mind, all its faculties must be vigorously exercised. The memory should not only be stored with facts and principles, but the judgment should be clarified, the understanding quickened, the reason sharpened, the attention barbed, and the will—the mind's executive—confirmed and strengthened, so that all the faculties of the mind shall be as "apples of gold in pictures of silver."

This is educating mind—this is intellectual culture. And yet, how very few children are sent to school for any such purpose! How few parents look upon schools as a means of mental growth for their sons and daughters! The highest good to be obtained at school, in the minds of many, is an absence from mischief, and an initiation into the secrets of "the three Rs—Reading, 'Riting, and 'Rithmetic;" the last being considered the *ultimatum* of the common school. Now the mere fact that a person is able to read—that is, to repeat printed words readily,—and write, is no certain evidence that he is educated. These are but the implements of education—important, but still only a means to an end. And yet how few of the scholars of our schools go much beyond this. Indeed, so general has been this impression upon the public mind, that in making out statistics on the comparative standing of different communities, *morally, socially, and intellectually*, the ability to read and write has been long regarded as a sort of Mason and Dixon's line—running between ignorance and intelligence—the very crossing of which, by an inherent virtue, would strike the manacles from the bonded soul, and, what is very strange at the present day, without the possibility of a *rendition* to mental servitude. In addition to reading and writing, a slight knowledge of figures would be an ample "underground Railroad" running to the very Canada of intelligence.

I would not wish to be understood as undervaluing the importance of reading and writing, or spelling, as branches of elementary training.

I would by no means abridge the time spent upon these studies. I should, on the contrary, have the time now devoted to them more thoroughly improved, until every youth should not only be a reader, but a good reader, and a reader of good books. But I do protest against this low idea of common school culture; and the fact that so large a portion of our American farmers entertain it, but adds earnestness to my remonstrance. Regard it as we may, the thorough education of the laboring classes in this country, is the only means of preserving their political rights. The common school is our real Democracy. Already our cities and commercial and manufacturing towns have taken an important step towards the ascendancy. To their free schools they have turned with a will and with hope. Advantages, not only for a common school education, (as the term is generally understood,) but for an extensive acquaintance with the higher branches of the Academies, are proffered freely to all. The son or daughter of the poorest mechanic can here, at least, claim equal advantages, and can compete with the wealthiest for a preëminence in that true aristocracy—the mind.

But the idea that a farmer's son or daughter needs anything but *common sense*, and the ability to read and write, is considered utopian. If, perchance, an ambitious lad—enthusiastic with a thirst to know—hazards the advanced step of studying algebra, or philosophy, the neighborhood is all agog, and Madame Gossip is filled with anxious wonder to know whether the son of farmer A is to be a lawyer, doctor, or minister!

The truth is, the farmer, equally with other classes, needs, and is susceptible of thorough culture. He needs it, because the greatest problems of the age are in his hands for practical solution. *His* ignorance is a universal calamity. He is susceptible of culture, from the very fact that he can think undisturbed. His faculties are not weakened and dissipated by a constant round of novelties. The *little* he hears constitutes the *much* of his thinking. The hot-bed and greenhouse may paint with beauty the petals of a flower, but if you wish the sturdy, graceful elm, you must seek it standing *alone*, upon the river meadow, where the nurture of the dew and the tempest has crowned it with the grace of a Thalia and the strength of a Titan. The Prussians have a wise maxim, that "whatever you would have appear in your national life, you must put into your schools." If we wish our nation to be a *brotherhood* of enlightened freemen, we must educate our youth, not as farmers or mechanics, but as men, as citizens.

The greatest error of the school culture of the present day, as it seems to me, is its *superficial* tendency. Under the plea of making the ascent of the hill of learning *practical*, we are *practically* leveling the hill. Instead of assisting the climber, we are removing the necessity of climbing. Instead of the scholar's going up, science comes down. Every subject is being canvassed for its *practical* knowledge and even this is diluted *homeopathically* to suit the strength of the recipient. As the result of such a system, we shall have a great many men who will know a *little* of a great many things, but unable to think vigorously on anything. Our schools will turn out a host of precocious children, but very few *men* and *women*.

* * * * *

Unhappily, however, the very mention of moral instruction in schools, fills the minds of certain persons with phantoms of sectarianism, and hobgoblins of bigotry. I have no patience with such men. As though it were possible for a child to attend school a day without receiving moral instruction! The question is not, however, whether moral instruction shall be given in schools, but shall not *immoral* be prevented? For, whether the teacher is doing his duty or not, the work goes on. A child does not enter the school-room without receiving impressions which shall be for good or ill in the formation of his future character. A thousand moral, or *immoral*, teachers surround him on every side. His seat-mate, his fellow in the class, a word, a reproof, a smile, a profane word, a false action, the obscenity exhibited upon his desk or the school room door, are influences, the impressions of which, his moral nature will wear through all eternity! A school, without a pervading all-controlling moral presence, is an influence for evil of immense potency.

* * * Moral culture does not consist alone in communicating knowledge of what is right and wrong, but the *doing* of the right, and the *not-doing* of the wrong. Every attribute of our moral, as well as intellectual nature, is strengthened by exercise. He who wishes a strong right arm, must educate that arm by exercise. He who would have a strong love for the right, *must do right*.

The school-room should be a sort of moral gymnasium, where the attributes of kindness, good will, courtesy, gentleness, truthfulness, purity, love of the right, obedience, love to God and man, are strengthened by daily and constant exercise. The atmosphere of the school room should be so pure that profanity, falsehood, impurity, selfishness and their kindred vices, shall wither from lack of sustenance.

CLEVELAND, April, 1856.

E. M. WHITE.

IRREGULARITY IN ATTENDING SCHOOL.

NUMBER II.

It is a mistaken idea to suppose that children can be benefited in proportion to the time of their attendance at school, provided that attendance is not regular and punctual. If the school were a green cheese or a barrel of cider, and every pupil permitted to nibble at or draw from it, then each one's share *might* be in proportion to his time; but there is nothing more absurd than to suppose that, in a classified school, an irregular or periodical attendance will result in any thing but mischief to the pupil. Some parents seem to regard their children as so many empty bottles, and the school and its exercises as a vast reservoir, from which they are to be filled; and that they will be filled just in proportion to their time of attendance, i. e., if they are there one-half the time, they will get half full, if one-fourth of the time, one-fourth full, etc., whether that time be so many consecutive days or hours, or be every other day or hour, not taking into consideration that if the connection between such reservoir and the scholar be interrupted or broken off, it requires time and labor, more than can be spared, to make the connection complete again. Neither do they consider the fact that others are interrupted in a similar manner, and that when these interruptions are frequent, as they usually are in our common schools, *no connection at all can be kept up*. The whole school, therefore, is made to suffer—is kept in an unsettled state, perhaps from one end of the term to the other.

Now, is it right and just that every member of the school should be made to suffer in consequence of the faults of the few? Should *one scholar* be permitted thus to destroy the real benefits of the school, and to rob, yes, *rob directly* his fellows of their legitimate rights? No more right than it would be for him to put his hand clandestinely into *your* pocket and abstract money therefrom. "Time is money," and under these circumstances it is peculiarly so; therefore, he who thus unnecessarily takes it, is guilty of robbery.

The parent or pupil may plead, "I did it ignorantly." "I was not aware of the extent, or the turpitude of the crime." This flimsy excuse offers no mitigation. Is a man any the less dead because I kill him with my eyes shut, or accidentally? Is he any the less poisoned if, through accident or ignorance, I give him arsenic instead of ashes?

And yet some are weak enough to excuse themselves on the ground of ignorance.

Now, where a school is thus interrupted in its exercises, every pupil feels it, and thus far becomes demoralized, disheartened, discouraged, and thus the way is paved for a future course of idleness and crime. In this case, the poor teacher is too often made the "scape-goat" to bear the sins of a whole neighborhood. He is blamed for the poor success of the school, when, in fact, if an angel had taught the same school, no better success would have attended. Nothing, therefore, is farther from the truth than to suppose that a scholar can keep pace with his classes when he is habitually late or irregular in his attendance. If the school is at all classified, (and every school should be,) his whole class is compelled to fall back to accommodate him, or to proceed without him. In the former case, the interest and progress of the class are interrupted; in the latter, the scholar is degraded both in his own estimation and that of his fellows.

Now, there is no more reason why the pupils of a school should thus be compelled to wait on the tardy movements of one of their number or to retrace their steps to accommodate him, than that one neighbor should be compelled to wait for another in commencing his spring plowing or sowing, or gathering the harvest of his toil, or that he should be compelled to *unplow* or *unsow* that which he had already accomplished because, forsooth, he had arisen with the morn and prepared his labor in due season.

The analogy is not a forced one; and the results are similar, save that, in the latter, the injury sustained is not to be compared with that in the former.

We hope that parents and communities will soon awake to their interests in this respect; and that our schools, thus burdened and retarded in their efficiency, will soon wash themselves from this iniquity. Then shall they be what they were designed to be, nurseries of intelligence and purity.

J. OGDEN.

HOPEDALE, May 3, 1856.

TASTE.—There are men with eyes in their heads, shrewd and self-loving withal, who are yet blind to half the pleasure of existence. The many tinted sky, the sparkling firmament, the varied earth, the boundless ocean, are not for them; they see them, indeed, and so does the horse.

COMMUNICATIONS.

CONCERT EXERCISES IN SCHOOL.

I presume that it will be admitted by every practical *teacher*, that occasional concert exercises in nearly all the studies pursued in school, have their beneficial results—particularly in reading and spelling, but more particularly in the former.

It is not proposed in this article to call attention to either of these studies, but to try and show the utility and benefits arising from concert exercises in Geography. These exercises, prepared and learned as hereafter prescribed, are not only amusing, enlivening and entertaining to both teacher and pupil, but very instructive. Hundreds of facts and geographical items are engrafted into the mind in this way, and so indelibly stamped thereon that they will never be erased, which otherwise would never be *learned*, or if once learned in the usual way, would soon be forgotten.

It is suggested that the periods of the numeration table in Arithmetic, should form the first exercise, before beginning in Geography. This exercise may consist of thirty periods, or even more. We know that this is too large a number for any practical purpose, but not too large to make the scholar proud of his capacity for learning; and not too large to awaken an interest in reading numbers.

Then let the Presidents' names, the States in which they lived, their terms of office, and the number of years each served, form the second exercise. For example: George Washington, of Va., two terms, eight years; John Adams, of Mass., one term, four years, etc. Then the grand divisions of land and water, with their areas, and the population of the former, either combined or taken separately. Also the political divisions of each grand division, with their areas and their population, and, if thought best, their capitals. Then the bodies of water in and around the different countries, either combined or taken separately. Then the capes and points around the different countries, also the mountains, all form good exercises, and contain a great amount of information. Also the largest cities in the world, and in the different divisions, may be used profitably, and to great advantage to the pupil.

But in coming to our own country, these exercises may be multiplied to an almost numberless extent; but it is necessary to call attention to only two or three which are considered the most important. For exam-

ple, the names of the States, with their capitals and areas, form an admirable exercise. Thus: Maine—Maine has for its capital Augusta, and contains 32,000 square miles; N. H.—N. H. has, etc.

What school, where Geography has been ever so well taught, can produce one-fifth of its scholars who can give the area of the States readily? Yet there are schools of nearly one hundred pupils, where these exercises have been taught, four-fifths of which can give them as correctly and readily as they can give their capitals, and only by learning them in this manner.

The counties of Ohio, repeated in alphabetical order, form another excellent exercise, and a very important one too.

How often has it been found necessary, in the numerous conventions meeting annually in this city, to call the counties in alphabetical order? and how often has it been found necessary to delay the business of the meeting, and send some one off to the Secretary of State's office, to procure some public document containing them, when, if some of our little school boys had been present, they could have mounted the rostrum, and performed the task accurately and creditably.

The cities of Ohio, as also the largest counties, arranged according to their size, will make other good exercises.

The skillful teacher will find the subject inexhaustible, and that it never fails of awakening an interest in school. In arranging countries, cities, etc., the largest should be named first; and in arranging capes, bodies of water, mountains, etc., commence at the N. W. corner of the map, and pass around it to the right, then S. and W., then N. to the place of beginning. Each name is to be repeated twice.

These exercises have been recommended as beneficial only in one respect, that of acquiring knowledge. But they may be used to accomplish several other important objects. They are admirable exercises for the cultivation and management of the voice, particularly in the use of the inflections, and are therefore important auxiliaries in reading and singing. For example: the names being repeated twice, they may both be given with the rising inflection, then both with the falling, or the first with the rising and second with the falling, and vice versa thus changing, as the ingenious teacher knows how, to meet the objects to be accomplished.

But it has been said, and may be said again, that there is danger of diverting the pupil's mind from the regular and more important studies, and drawing his attention away from his regular duties. I reply, that every exercise and branch of study is perfectly safe, and this, no less

than any other, in the hands of the intelligent teacher, and in any school where the practical teacher is at the helm.

Let these exercises be prepared by the teacher at his leisure, and written upon the black-board, and repeated occasionally by the school, interspersing the exercises of the school with them whenever thought best, to awaken an interest and create animation, sometimes opening and closing with them, and sometimes let them take the place of singing a piece, and sometimes of a reading lesson, at which time they may be useful in mastering the whole subject of modulation, particularly inflections as heretofore prescribed.

It is to be hoped that these, or similar exercises, have found a place and an appropriate time in most of our schools. But knowing that there are many teachers who have never adopted them, the object of this article is to try and induce such to try the experiment, feeling assured that they will be amply repaid, and find them great auxiliaries in accomplishing many important objects so desirable to be attained in all our schools.

D. C. PEARSON.

COLUMBUS, O., May 10, 1856.

ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 109.—When the Board of Education of a township, in which the school house of a joint sub-district is situated, has made an estimate of the expenses, of every kind necessary to sustain the school in such sub-district, and the board of the adjoining township refuses or neglects to supply its share of such expenses, what is the remedy?

ANSWER.—The Board of Education, having the control and management of the school, may apply to the Supreme or District Court for a writ of mandamus, to compel the delinquent board to perform the duty which is required by section 6, of the school law.

The language of said section is too obvious to be misunderstood, and the duty enjoined too manifest to be mistaken. "And the board of the adjoining township or townships, so connected for school purposes, shall each make the *proper estimates* of their share of expenses, of *every kind* necessary to sustain said school, and certify the same to the auditor of their proper county, as part of their annual estimates for school purposes," etc.

If, however, the board having the control and management of said school, should prefer not to go to law on the subject, they may regard said neglect or refusal, on the part of the other board, as tantamount to an agreement to have said joint sub-district dissolved, and may proceed to incorporate their part of it

with other sub-districts in their township, and thus avoid any further trouble on the subject.

QUESTION 110.—When the qualified voters of a sub-district fail to meet and elect a local director, at the time designated for the annual meeting, and the director whose term of office has expired, refuses "to continue in office until his successor is elected and qualified," what is to be done?

ANSWER.—Any three of the qualified voters of such sub-district, may call a special meeting of the voters of such sub-district, for the purpose of electing a director, as provided in sec. 4 of the school law; and if such special meeting be not called within a reasonable time, the township clerk may appoint a person to act as local director, until such special meeting be called and a local director be duly elected and qualified.

QUESTION 111.—May a Township Board of Education legally authorize the school house of a sub-district to be used for other purposes than the accommodation of its school, contrary to the expressed wishes of the inhabitants and local directors of said sub-district?

ANSWER.—Whether the board has such legal power or not, it should rarely, if ever, be exercised under the circumstances above indicated.

By sec. 11 of the school law, Township Boards of Education are invested, in their corporate capacity, with the title, care and custody of all school houses etc., with full power to control the same, in such manner as they may think will best subserve the interests of common schools and the cause of education. To grant permission to any person or persons, or to any society, to use the school house of a sub-district for any other purpose than the accommodation of its school, except at the request or with the consent of the local directors and inhabitants thereof, would not be likely to subserve the best interest of the school or the cause of education; but, on the contrary, it would be likely to disturb the harmony of the sub-district, create disaffection among its inhabitants, abate their interest in the school, and materially retard the progress of education.

The prosperity of the school should be regarded as paramount to all other considerations, and nothing should be allowed or authorized which would be liable to interfere with such prosperity. And as a general principle, the good sense of the people of a sub-district, furnishes the best criterion by which to determine the propriety or impropriety of allowing a school house to be used for other than school purposes. The law invests Boards of Education with the title, care and custody of school houses, for the purpose of protecting, and not for the purpose of leasing, them.

H. H. BARNEY,
Commissioner of Common Schools.

☞ The rose of Florida, the most beautiful of flowers, emits no fragrance; the bird of Paradise, the most beautiful of birds, gives no songs; the cypress of Greece, the finest of trees, yields no fruit; dandies, the shiniest of men, have no sense; and ball-room belles, the loveliest of created creatures, are very often ditto, and a little more so!

☞ A word of kindness! It is a seed which, when even dropped by chance, springs up a flower.

BREVITIES.

☞ We were, yesterday, shown a rather caustic correspondence between two love-sick swains in which one thus picks up his rival upon his orthography:

"You had better go to scule and lern to spel."

For which ungenerous allusion to a very common fault, the other thus pun-gently retorts:

"When i 'go to scule and lern to spel,' you had better higher me too teech you how."

☞ A veritable entry made by the R. S. of a Division of the Sons of Temper-ance, read thus:

"After gwine through the yewzel fawms, there was a colleckshun taked up, but nothin' was taked in."

☞ The Comic Grammar gives the following lessons:

But remember, though box
In the plural makes boxes,
The plural of ox
Should be *oxen* not oxes.
And remember though house
In the plural is houses,
The plural of mouse
Should be *mice* and not mouses.

☞ Between Adjectives and Verbs.—A writer on School Discipline, says:
"Without a liberal use of the rod, it is impossible to make boys *smart*."

☞ "He who writes what is wrong, *wrongs* what is right."

☞ WHAT'S IN A NAME?—The greatest English philosopher was Bacon, one of the finest Scotch poets, Hogg, and one of the pleasantest British essayists, Lamb.

☞ Some persons eat hot soup with impunity; others with a spoon.

☞ The bravest heart oft contains the most humility.

☞ A Hartford paper gives the following "signs of the times," to be found at that city: "Washing and going out to days works *done here*;" "Breakfast, dinner and supper, *at all hours*;" and "Saws filed, *and set up stairs*."

☞ WOOD COUNTY EXAMINATION.—Board, *What causes the difference in the length of days in different parts of the year?*

Candidate, "The sun's going to the north star and back agin, wonst a year."

The Board smiled. That *board* was not sawed from *weeping* willow, though it was a Wood Board.

☞ A NATURALIST WHO IS A BIT OF A NATURAL.—A naturalist, describ-ing the rook, says: "He leaves the blue empyrean, and he quits his lofty height, when he is brought to this dull earth by the mere force of *caterpillery* attraction."

☞ "Pray, Mr. Professor, what is a periphrasis?" "Madam, it is simply a circumlocutory cycle of oratorical sonorosity, circumscribing an atom of ideal-ity, lost in a verbal profundity." "Thank you, sir."

☞ A learned young lady, one evening lately, astonished a company by ask-ing for the loan of a "diminutive argenteous, truncated cone, convex on its summit, and semiperforated with symmetrical indentations!" She wanted a thimble.

EDITORIAL.

SCHOOL-HOUSEKEEPING.

"*She is an excellent housekeeper, she is,*" remarked a friend of Mrs. Pleasanthouse. A higher compliment could not have been paid that lady.

Now, this language implies *more* than that Mrs. P. is a good cook, and a good manager of her children. Indeed, it scarcely relates to these qualities at all. A lady may be perfect in the theory and practice of the cuisine art, and a model in the way of instructing and disciplining her children, and still be a sorry housekeeper.

Mrs. Pleasanthouse has the faculty of keeping her home in good condition, as to *convenience, cleanliness* and *taste*. Furniture and fixtures are so arranged as to give her house an air of comfort. And how cleanly is every thing. Sweep her rooms from attic to basement, and you will not get dust enough to cover a grain of mustard-seed. Enter her house at any time, and you will be struck with the cheerful, home-like aspect of things. House and furniture are neither splendid nor costly. Indeed, they are rather plain and common; but their arrangement has been made with such good taste, that they make a show of respectability far superior to that of many residences of ten times the cost and pretension. And this is what is meant when it is said that she is a good housekeeper.

But of housekeeping on the part of Teachers — *school-housekeeping* — we propose writing. To be a good *school-teacher* is a good thing; to be a good *school-governor* is a better thing; but to be a good *school-keeper*, is the best thing that can be said of one who has charge of a school. To possess the talent and tact to put and keep the school-room in a condition to make it cheerful and home-like in its appearance, a place to be loved by Teacher and pupil, is, we think, of the *first, the highest* importance. We would sooner place a child under the care of a Teacher who has very inferior qualifications as to learning, and who has next to no ability to teach the prescribed studies of the school, but whose example and habits are adapted to teach the value and beauty of order, neatness, good manners and taste, than of one who is a very genius for imparting instruction in literature and science, but who neglects the care of the school-room, who suffers it to be in an uncleanly

sion, and who thinks lightly of matters of order, taste and refinement.

It is not Grammar and Arithmetic, more than habits of order and respectability, that children and youth need to acquire. Young *Mr. A.*, and his sister too, are rather inclined to show their superiority of spirit, and their contempt for law, by practices neither conformed to the rules of propriety, nor to the principles of true gentility. And intellectual training and teaching will have no tendency to mend manners. Indeed, we think they make the matter worse; for a *philosopher*, and a *slattern blue-stocking*, are far more objects of contempt than are the men and women whose minds are as low as their manners. And if our Teachers would be faithful to their high trusts, and to their sacred mission, let them make the condition and arrangement of their school-rooms no secondary consideration, in estimating the value of their office binds upon them. This will not only promote order and convenience and respectability, but will also bias the habits of pupils to thoughts and practices which will bless them forever. *Mr. A.* is so influential in preaching the rules of etiquette, and enforcing the laws of good behaviour, as are the *EXHIBITION* and *JUSTICE* of these essential virtues. And when the doors and windows and walls and seats and desks of our school-rooms, teach cleanliness, order, and beauty, it is little that the Teacher need say to the pupils on these subjects. Our tongues may be silent, when our *works* speak.

In *school-housekeeping* we must speak with more particularity. Let us go to that fine edifice. It is the village school-house. It contains two apartments, and in each a school is taught. The rooms are nearly alike as to size, form, fixtures and furniture. The Teachers are graduates of the same seminary, and are equals as to scholarship, industry, ability of teaching, and ability to govern. Meet them away from their schools, and which of the two to choose might be no easy matter to decide.

As we will enter their rooms; and first, that occupied by Miss A. In those classes recite well. The children are quiet, and studious, and some of them look as though they would rather be out doors, or in the field. Miss A. conducts the recitation admirably, and evidently *stands* the branches which she teaches. This is rather more than could be proper to say of *some* Teachers. She uses no text-book before her classes. That is greatly to her credit.

Well, you like the *Teacher*, and the *children*; but, after all, you do not like the *school*. How is this? Let us look about for the

cause. The room does not seem pleasant. There is an air of neglect, a manifest want of attention to appearances. The Teacher's desk is not well arranged. Her books are thrown together without any regard to size or subject. The desk stands askew upon the platform, and it is spattered over with ink, which Miss A. does not blush to have you see. One pointer to the blackboard lies in the trough, half covered with chalk dust, and the other—a broken one—lies on the floor. The seats are not tastefully arranged, and the children are seated without much regard to size or classification. And the floor—would you think it possible?—is speckled over with ink drops, and there an inkstand has been upset, and its contents have stained the floor for many inches around. And scores of bits of paper, with here and there an apple core and a nut shell, are strewn over the floor. Two of her window-blinds are wide open, and one is closed. There are two maps in the room but one of them, loosely rolled up, stands in one corner, though it would greatly improve the looks of the room if it were suspended upon some portion of that bare wall. Not a single engraving or picture or any kind ornaments the room. Though it is June, not one flower wastes its sweetness on that desert air. On the window casings, on the doors, and elsewhere, pencil marks are too numerous to mention.

Miss A. is a miserable *housekeeper*. That is why her school is no more attractive and pleasant. With all her talents, learning, and many excellent traits as a lady and a Teacher, she ought never to have charge of a school. That Teacher who can keep her room in no better order than this, ought, in conscience, to betake herself to some other calling than that of moulding the character and forming the habits of children. Heaven save our little ones from the influence of her example.

But we have seen enough of this room, quite enough; let us pass to that occupied by Miss B. We are in the entry, and must look around a little. How cleanly are the floor, the walls, the doors. Every hat, and shawl, and basket, hangs in its place. Over them all there is upon the wall this card,—“SACRED TO NEATNESS AND ORDER.” Here are wash-basin, towel, brush, and looking-glass. You look in the glass, straighten out your collar, dust off your clothes, and are *here* ready to repeat the words found in Exodus iii. 5. But we enter, and are seated. As regards recitations and general management, there is no manifest superiority to what we saw in Miss A.'s room. But *there* is a cheerfulness *here*, a happiness which glows in every countenance pleasant, home-like air, of which we saw nothing *there*.

Look at the floor. Not an ink-drop, not one bit of paper, not one shaving of pen or pencil, can be seen. There are a few spots which may once have been covered with ink, but soap and sand have so nearly removed them, that they seem only as witnesses of Miss B.'s energy and neatness.

Look at the Teacher's table. She requested the "Board" to furnish her a *table* instead of a *desk*. A desk has a stiff, hard, professional look ; while a neat little table, with a cheap spread, or cover, is social and home-like. It costs less than a desk, is quite as convenient, and a thousand times more tasteful. And look at that table. Do you see on it the stub end of a whip, a half-eaten apple, a book without a cover ? No, *sir* ! Miss B., if even she uses a rod, has sense enough to keep it out of sight when she has no use for it. She does not keep a *grocery*, and therefore fruit and nuts are never displayed in her room. Her books and other table articles are arranged with taste, and her example is imitated in every pupil's desk.

The window-blinds are so arranged as to admit the air and light, and exclude the sun. The walls are hung with maps, so arranged as to show relative positions, and make a good appearance. The children, catching the spirit of their Teacher, have bought engravings and various pretty pictures, all of which go to render the room more pleasant. Some of the older pupils have drawn maps of States and Countries, and the best of these lend their aid in furnishing the room. Upon portions of the blackboard, not needed for every-day use, there are seen drawings of men, animals, birds, trees and flowers.

But the flowers, more than everything else, contribute to the pleasantness of this school-room. Upon the table is a beautiful vase, a present from the children to their Teacher. Large tumblers, and various other receptacles of flowers, are placed in the windows ; and every morning the children bring fresh flowers, which, under the direction of their Teacher, are arranged in tasteful and beautiful bouquets. On the stove stands a pitcher, filled with *wild* flowers and rare grasses. The sight and fragrance of these sweet flowers add immensely to the happiness of the school. The children love the place, and their parents love to visit the school. Miss B.'s praise is in every family, and it is no wonder that her salary is soon to be increased \$5 per month. So much for being a good school-housekeeper.

Now, all this neatness, order and beauty, at the outset, cost the Teacher no little effort, but soon her pupils caught her spirit, and now

it has become a habit with them, and they are happy in helping to make their school the pride of the village.

REMARKS.

1. SCHOOL-HOUSEKEEPING should be made a prominent branch of instruction in Normal Schools, and in all other places where youth are trained for the profession of teaching.

2. Boards of Education and Examiners, should make this qualification a *sine qua non* in selecting and licensing Teachers.

3. Every Teacher, whether gentleman or lady, should imitate Miss B.'s example, or quit the profession. Unless you can keep your floor clean, and give your rooms a pleasant aspect, quit, O Teacher! quit teaching. You are a reproach to the profession, and a woe to the rising generation.

Do you say that your school-room was in a bad condition when you entered the school; that neither Directors nor Parents take an interest in its condition? That is bad, we acknowledge. But put it in order, as best you can. *Make* them whitewash the walls. Rub off and scrub out old marks and stains. Go about it with a WILL, and you will succeed. The age of miracles has not passed away, and nobody is fit for a Teacher that can not work miracles. What though the streets are muddy, and there is no scraper at your door, no mat on your floor, find out a way to keep your school-room cleanly. You can do it if you WILL; you WILL do it, if you deserve to be entrusted with the charge of a school.

4. There are Boards of Education who ought to be put upon the chain-gang for not affording their Teachers more encouragement in this matter. They send Teachers into old, rickety, filthy shanties, which are hardly fit for boarding-houses for swine; doors broken, windows out, plastering off, walls smoked, and all things else to match. Such *Boards* are nothing but *slabs*, and bass-wood at that.

5. All readers are solemnly enjoined to take no offense at our want of greater plainness of speech.

☞ A young Irish girl, who was rendering testimony against an individual in a court of law, said: "I am sure he never made his mother smile." There is a biography of unkindness in that sentence.

☞ "What's whisky bringing?" inquired a dealer in the poison. "Bringing men to the gallows," was the reply.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER III.

DEAR CHILDREN :

Here comes *June*, and my little Buckeyes must have another letter. If any of you do not like to be called *Buckeyes*, I will call you *Bright-eyes*. That would be funny, though, to call some of you by one of these names, and some by the other ; for I remember that when I was a little bit of a boy, my father had a yoke of oxen, whose names were *Buck* and *Bright*. So I guess I better call you *My good children*, and let it go at that.

I am glad to hear that you are pleased with the idea of my writing you letters, and that your Teachers, in many places, read them to you in school. Now, children, I have a request to make of you, and that is, that you will write *me* some letters. I wish to hear from you, and all about the schools which you attend. If you write me some first rate letters, I will now and then put one of them in the *Journal of Education* to be read all over the State.

One more request I have to make of you. I wish to have you ask your parents to subscribe for this paper. It costs but one dollar a year, and I very much need one thousand more subscribers. Suppose you all go to work, and see how many you can send me by the 20th of this month. I wish you would.

But to day I must tell you about a very queer school which I visited yesterday. It is the school which is established in this city for the education of the *Deaf and Dumb*. You, perhaps, think it very strange that children who can neither hear nor speak, can be taught to read and write, and to understand other branches of learning. There are a great many children who can not *hear* one word of all that is ever said in the world, and who can not *speak* a single word. Are you not sorry for them ? They can not hear the voices of their dear parents, and can not speak to their brothers and sisters.

For thousands of years no way was known to teach them any thing about God, about their souls, or any thing else. They had eyes, and could look around and see things ; but nobody knew how to communicate to them ideas and knowledge. Poor creatures ! to live in a world so bright and so full of truth, and yet live and die in deepest ignorance of all this truth.

About three hundred years ago Jerome Cardan, an Italian, suggested the idea of teaching the Deaf and Dumb, by the use of signs. Other good men in Europe, took up the idea, and did what they could to teach them. About one hundred years ago, De l'Epee established a school for their instruction, in France. His efforts were successful, and soon other schools were established for the purpose.

Forty years ago, the Rev. Thomas H. Gallaudet commenced at Hartford, Conn., the first Asylum for their education in America. Now there are about twenty of these schools in our land, and hundreds of Deaf and Dumb children are receiving thorough instruction. Mr. Gallaudet was one of the best men that ever lived, and his name will be remembered with love longer than the world will last. He died but five years ago. A beautiful monument has been erected over his grave, and the whole nation lamented his death. There are in Ohio about one thousand persons who are deaf and dumb. The school for their instruction was opened about twenty-five years ago. It is in the eastern part of Columbus, and has a beautiful situation, though the building is a poor one — not half so good as it should be.

I visited this school yesterday, and I wish that you had been there too; for although I was greatly interested in what I saw, I can not tell you much about it, as I do not understand their signs. You must remember that they talk, not with their *tongues*, as you do, but with their *fingers*. They put their fingers into a certain shape, and that means A; and then they twist them into another shape for B; and so they go through the alphabet. In that way they can spell words as fast as you can. They also have signs for ideas, as well as for letters. For example, if one of them should wish to say that he loves you, he would do it by pressing his fist against his heart.

I saw the Teachers make all sorts of motions, and the scholars would watch them, and then write answers to the questions in a very neat and rapid manner. They would work out examples in Arithmetic as promptly and correctly as I ever saw done by any children. I was there when the school closed. One of the teachers prayed with his fingers, and all the pupils watched him with most serious attention.

Now, Children, I could not make this letter very interesting, because I do not understand very well the subject about which I am writing. But I will tell you what: you come to Columbus and go up to this school, and see for yourselves. The Superintendent is a very kind and pleasant gentleman; for though his name is Mr. Stone, he is not

a *hard* man, but a good, clever, wide-awake and go-ahead Yankee, all the way from Hartford. He will be glad to see you, and will show you all about the different rooms, and then you will know all about it. And in my next letter, I will try to be more interesting.

Dear Children, be thankful to God that you can hear and speak. And may God bless you forever.

Good bye, for a month.

EDITOR.

SCHOOLS IN CINCINNATI.

Our recent visit to the Queen City was quite too brief to afford opportunity for visiting all the public schools there, but long enough to furnish us evidence that few cities are more favored in the way of educational facilities.

By invitation, we were present at the regular weekly meeting of the Board of Education, which consists of thirty-four members, and of which the Hon. Rufus King is President, and John D. Caldwell, Esq., Secretary. When it is remembered that there are 40,000 youth of school age in Cincinnati, that 225 Teachers are employed, and that over \$200,000 were expended for school purposes in 1855, it will readily appear that vast responsibilities devolve upon the Board. That these responsibilities are fairly met, was manifest to us in the fact that, so far as we had opportunity for judging, a most wise selection of Teachers has been made.

Mr. Andr. J. Rickoff, the Superintendent, has, in our opinion, very few equals as an accomplished manager of schools. In talent, learning, executive force, and, especially in kindly spirit and gentlemanly bearing, he is admirably fitted for his high position.

The Rev. Daniel Shepardson, and Mr. Cyrus Knowlton, Principals of the Woodward and Hughes High Schools, are amply qualified for the very important posts which they occupy. We sincerely wish that all our readers could visit these High Schools. They are noble institutions, and under the best of management, both in respect to teaching and government. The Principal of each receives a salary of \$1500 per annum; the 1st Gentleman Assistant, \$1040; the 1st Lady Assistant, \$800. Nine Teachers are employed in the Woodward, and ten in the Hughes school.

We also called at the schools of which Messrs. Hancock, Nason and Edwards are the Principals; and found industry, order and cheerfulness, characteristics in all. We were perfectly delighted with the performances of the little ones in Miss Knox's room, 1st District. And if any Teachers wish to learn the most approved way of getting 300 boys back to their rooms and seats, after recesses, let them inquire of Mr. H. H. Edwards.

We expected to find good in Cincinnati, and our expectations were more than realized.

EDUCATION IN DELAWARE. — On a recent visit to this beautiful village, we gathered statistics respecting its educational interests.

The Wesleyan University, of which the Rev. Edw. Thomson, D.D., is the hon-

ored and beloved President, is in a highly prosperous state. There are in the Collegiate and Preparatory Courses, 174 Students; Scientific Course, 322; Biblical course, 15—Total, 511. Cost of Buildings, \$50,000; Apparatus, \$2000; Permanent Fund, \$110,000; Yearly income, \$9,600; Books in College and Society Libraries, 8,300. This institution is an honor to our State, and a high credit to the Church to which it belongs.

The Ohio Wesleyan Female College, of which the Rev. P. S. Donelson, A. M., is President, assisted by six Teachers, was founded in 1853. It has a charming site in the western part of the town. Value of buildings, grounds, etc., \$20,000. Pupils for the year, 233.

The Delaware Female College, under the Presbytery of Marion, and of which the Rev. Alex. Miller, M. A., is President, is a well established and promising institution. Number of Teachers, 8; Pupils, 115. This College aims at a most thorough education in all the solid and ornamental branches of learning.

The Public Schools, of which Mr. J. W. Hiatt is the Principal, aided by ten female Assistants, embraces nearly 600 pupils. They are doing well, and better buildings, alone, are needed to place them among the best in the State.

We will add, in strict confidence, that there is reason to hope that Delaware county will soon greatly increase its subscription list to the *Journal of Education*.

CIRCULATION OF THE JOURNAL OF EDUCATION.

Since our last, the circulation of the *Journal* has increased to about 2000, Wood county has, during the month, reached and exceeded the apportioned number, as shown in our last issue. Williams county, which then stood at Zero, has come up to a "constitutional majority." The counties which now stand at par, or over, are Athens, Brown, Clermont, Highland, Huron, Jefferson, Lake, Lucas, Madison, Meigs, Preble, Seneca, Warren, Williams and Wood. If our July number shall be issued before the meeting of the Association, it will be out by the 20th inst. What counties will, in the meantime, come up to their duty? The fifteen counties named above, exceed, by 400, their required number. This surplus can be used to help out the deficiencies of such little counties as Ashtabula, Belmont, Clark and Summit. They are "Missionary ground," and the large counties, like Lake, Madison and Wood, must go to their aid.

But let us rejoice, for there are *fifteen* counties which stand out fair, "before Israel and before the sun." What counties will join them by June 20th? We are anxious to find out—"please drop us a line."

One of our Eastern Exchanges says: "No *live* Teacher in Ohio will fail to take the *Journal*." If that is true, there ought at once to be 15,000 funeral sermons preached over that number of *dead* Teachers. But it is not true. Our Ohio Teachers are not dead, but asleep. If 1000 of them will wake up within twenty days, it may save the whole profession in our State from being buried alive.

N. B. If any subscribers fail to receive the *Journal*, the fault is *not* with us. Every number is correctly directed, and safely lodged in the post office. Mistakes are not, and *shall* not be made in this office. If, however, any fail to receive the *Journal*, we will most gladly re-mail them any numbers which they may wish.

THINGS PERSONAL.

Mr. JOSEPH ELLIOTT, late of Keene, Coshocton county, is now employed in one of the Public Schools in Millersburgh, Holmes county.

Mr. ORISON F. BARBOUR, educated in the Painesville High School, and for one year a Teacher in the Toledo Schools, has been appointed Superintendent of the Public Schools in Plainfield, Ill. An excellent appointment.

Mr. E. E. WHITE, Principal of the Cleveland High School, has had partial justice done him, by an increase of salary to the amount of \$200 per annum. Served him right.

The *Connecticut School Journal* says: "Mr. A. B. PALMER, formerly of Danvers, Mass., but more recently of Cleveland, Ohio, has been appointed Principal of the High School at Toledo: salary \$1000. Just what we expected four years ago,—the promotion is. Mr. P., though young, is an active, live, reading, thinking Teacher. Such Teachers can't get away from promotion. They are as sure to rise as the sun."

We should not be at all afraid to go before the Mayor, and make affidavit that the above praise is well deserved by our friend P. Furthermore, we can but admire the prophetic forecast of our Connecticut cotemporary, who, four years ago, expected that Mr. P. would, at this time, be at the head of the Toledo High School. We think we hear him explaining the matter after this fashion: "I knew P. to be the best Teacher in the world, and the Toledo Schools to be the best on earth; and that the laws of affinity and attraction would bring them into conjunction in just four years, at a salary of \$1000. And the event has fulfilled the expectation." What sharp fellows these Yankees are!

NOTICES.

The North-Western Ohio Teachers' Association will be in session on the 20th and 21st of this month at Defiance. Hon. H. H. Barney and A. Smyth have been invited to give addresses.

The Highland county Teachers' Association will hold a Normal Institute at Greenfield, commencing on the first Monday in August, and continuing four weeks.

An Institute is to be held at Perrysburgh, Wood county, in August, of which no definite notice will be given in our next number.

The Lawrence county Institute will meet at Ironton, on the 3d day of November.

A gentleman of much experience in teaching, wishes to obtain a situation in some good school. Address L. B. H., Middletown, Butler county, Ohio.

The Office of the *Journal of Education* is in the "State Journal Buildings," corner of High and Pearl streets. Our immediate neighbors are Messrs. Follett, Bascom and Greiner,—all very excellent men, considering that they are politicians,—and Gen. Harris, of the *Cultivator*, whose paper ought to be in the hands of every farmer in Ohio.

VIEWS AND REVIEWS.

ANCIENT HISTORY : Containing the History of the Egyptians, Assyrians, Chaldeans, Medes, Lydians, Carthaginians, Persians, Macedonians, The Seleucidæ in Syria, and Parthians. By EDWARD FARR. In Four Volumes. Cincinnati : Moore, Wilstach, Keys & Co., 25 West Fourth Street. 1856.

This, in our estimation, is a work which should be found in every family. With the earlier ages of the world, with those far-distant times of the past, all should gain an acquaintance. Those old nations — so powerful, those past ages — so fraught with the deeds of heroes and demi-gods, send to us their strange and thrilling histories. They should be studied. And for this purpose we know no better text-books than this work of Farr. It is written in an easy, pleasant style, and, so far as we can judge, is accurate in the statement of facts. Like all the publications at this house, it is got up in the best style; paper, printing and binding being of the first quality.

AN INTRODUCTION TO THE STUDY OF ÆSTHETICS. By JAS. C. MOFFAT, Professor of Greek in the College of New Jersey, Princeton. Cincinnati : Moore, Wilstach, Keys & Co.

Teachers, would you improve your acquaintance with the theory or philosophy of taste, with the science of the beautiful, that which treats of the principles of the belles lettres and the fine arts? We would recommend this work to your attention. To us it seems admirably adapted to your use. It is high time that the *graceful* should claim higher regard on the part of the instructors of the young, than it hitherto has.

SOUTHERN AFRICA. By ROBERT MOFFAT, twenty-three years an agent of the London Missionary Society in that continent. Cincinnati : Moore, Wilstach, Keys & Co.

This is a new edition of a work which we read ten years ago with surpassing interest. We know of no book which to so great an extent abounds in descriptions and incidents of more than romantic interest, and at the same time deals only in indisputable facts. The stories of Africanus and Makaba, of lions and giraffes, are adapted to interest the minds of children; while the geographic, historic and ethnographic information which it imparts, is of a most important character.

MAN-OF-WAR LIFE : A boy's experience in the U. S. Navy, during a Voyage round the World. Also,

THE MERCHANT VESSEL, by the same Author. Moore, Wilstach, Keys & Co., 1856.

These are beautiful books to look at, and are splendidly illustrated. But to read them we have not yet found time. A youthful member of our family has read them with attention and pleasure, and pronounces them "real interesting."

THE TEACHER'S MISCELLANY: A selection of articles from the Proceedings of the College of Professional Teachers. By J. L. CAMPBELL and A. M. HEADLEY, of Wabash College. Moore, Wiltach, Keys & Co., 1856.

This is a 12mo. of 442 pages; and if there is a soul on earth who likes to read *Addresses*, this may be just the book that will suit him. This is all we know about it.

CORNELL'S HIGH SCHOOL GEOGRAPHY, forming Part Third of the Series. D. Appleton & Co., New York.

We have not been able to give this work that attention which is requisite to an understanding of its merits. We commend it to the examination of Teachers. It contains over 400 pages, the paper, type and illustrations are all of Appletonian excellence.

Address LIBERTY HALL, Esq., Columbus.

THE SCHOOL VOCALIST. A. S. Barnes & Co.

This work is an honor to its enterprising Publishers, for it has a beauty of appearance, which few singing-books can boast. We ought to be rather modest in speaking of its merits, for our knowledge of the science of music is one of the things that we are sorry for.

Music in schools is a demand of the age, a demand of our nature, a matter which claims the consideration of all school authorities and Teachers.

Address Henry Childs, Cleveland.

☞ We are indebted to A. S. Barnes & Co., for the well known and everywhere popular "Teacher's Library," consisting of Page's Theory and Practice of Teaching, Mansfield's American Education, Northend's Teacher and Parent, De Tocqueville's American Institutions, and Davies' Logic of Mathematics. What Teacher can afford to be without them? Price of the Library, \$5.

Address Henry Childs, Cleveland.

FIVE HUNDRED MISTAKES, of daily occurrence in speaking, pronouncing, and writing the English Language, corrected. Daniel Burgess & Co., New York; Applegate & Co., Cincinnati; Randall & Aston, Columbus.

A good book for a good many folks to read. Mistake 31, "*Not as I know,*" say, not *that* I know.

The book contains 499 other corrections of similar importance.

PERIODICALS.

THE GENIUS OF THE WEST. A Monthly Magazine of Western Literature, WM. T. COGGESHALL and GEO. TRUE, Editors, Cincinnati.

This is a valuable literary publication, a credit to the West, and it richly merits a liberal patronage. Price \$1 per annum.

THE CINCINNATUS. Published at Farmer's College, College Hill, O.

We have received No. 5 of this monthly Magazine. When it is stated that the Hon. I. J. ALLEN is its editor, nothing more need be said in its favor. We most

cheerfully and earnestly commend it to the favor of all our readers who are interested in agriculture, horticulture, and kindred pursuits.

The Bellefontaine School Offering, the Union School Journal, Springfield, (F. W. HURTT, Editor,) and the Acorn, Cleveland, all local in purpose, but all well got up, all interesting, have been received.

The Illinois Teacher, Peoria, C. C. HOVEY, Editor, and the Wisconsin Journal of Education, Racine, JOHN G. McMURRY, Resident Editor, are both among the best of our exchanges.

STATE TEACHERS' ASSOCIATION.

The next Semi-Annual meeting will be held in Mansfield, Richland county, on the 2d and 3d days of July, 1856.

The session will commence in the morning of the 2d, at 10 o'clock. Rev. ANSON SMYTH, President of the Association, will deliver the opening address. At 2 o'clock, P. M., the Rev. J. B. BITTINGER, of Cleveland, will read a paper on "The Will as an Educational Power." The evening address will be by the Rev. H. L. HITCHCOCK, D.D., President of Western Reserve College.

On the afternoon of Wednesday, an address on the subject of Phonetics will be delivered by Rev. THOMAS HILL, of Waltham, Mass.

Reports from committees, and other business of importance, will come before the Association.

As Mansfield is easy of access from almost all parts of the State, and there are assurances of ample and pleasant accommodation, it is hoped that there will be a very large attendance of teachers and others.

JOHN HANCOCK,

Chairman Ex. Com. of O. S. T. A.

CINCINNATI, May 20, 1856.

THAT MEETING.—Above is seen the official notice of the next meeting of our State Association. It is expected that arrangements will be made for half-price tickets on the various railroads of the State. We are in receipt of a letter from Dr. CATLIN, of Mansfield, which assures us that the families of the village will be happy to receive and entertain all ladies who may attend. The hotels will reduce their charge to one dollar per day.

It should be remembered that Mansfield numbers among its citizens two Ex-Governors of Ohio, one Lieut. Governor, two Judges of the Supreme Court of the State and one Congressman who is a member of the Kansas Investigating Committee. A village abounding thus in celebrities is worth visiting for its own sake. We hope to see 500 of our "live" Teachers there.

N. B. A committee will be in attendance at the *Wiler House* to direct ladies to their temporary homes.

Should gentlemen wish to engage rooms at the hotels previous to the meeting, they can address Dr. W. C. CATLIN, who will attend to the business for them.

The Editor of the Journal of Education may be found at the *Wiler House*, where friends and *funds* will be received with the utmost pleasure.

English Grammar.

NO. III.

The elements of sentences, their nature and use, may be shown in the following diagram.

Some of these forms, it is true, are of rare occurrence in good English composition ; yet, since they *do* occur, under some circumstances, (which, indeed, is all we claim for them,) they may be regarded as forming a part and parcel of the various kinds of elements as they *do* exist in sentences.

They are not laid down, I believe, in full, by any philologist of whom I have any knowledge, but we find fragments of them in different authors. Greene recognizes more of them than any other writer of the present day ; yet, even he has failed to give us a clear idea of their susceptibilities and use.

A diagram, accompanied with one short example in each of the *forms* of the several classes, may, therefore, be of use in leading some teachers more fully to comprehend the nature and flexibility of our language, and thereby aid them in giving instruction in the same.

A word of explanation, however, should precede the diagram, so that it may be more readily understood.

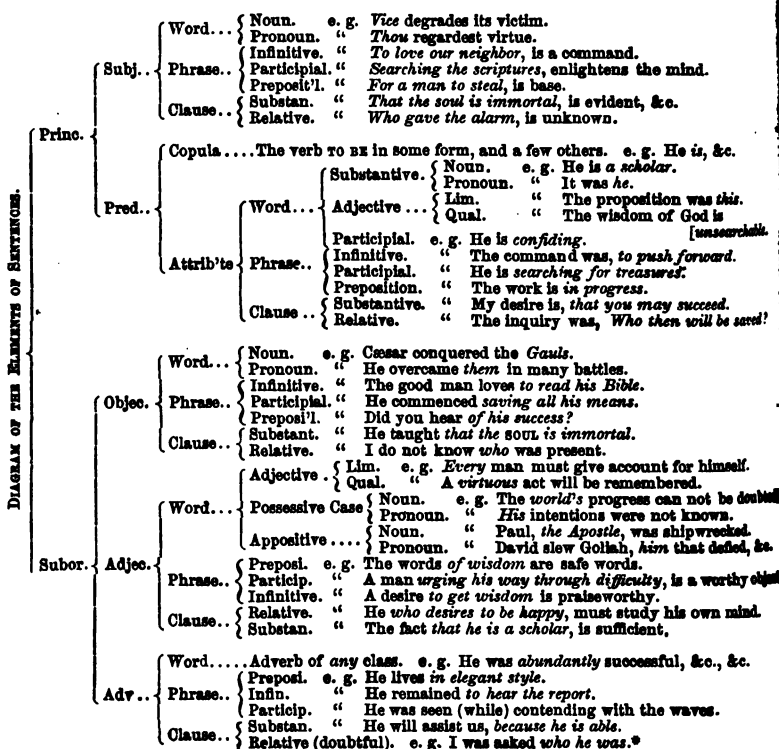
It will be seen that the *elements* are first divided into principal (subject and predicate) and subordinate, (objective, adjective and adverbial ;) and that any of these may be of the first, second, or third class. The first class is a word, the second a phrase, the third a clause. This classification is for convenience merely. The distinction between a phrase and a clause is, that the former is a combination of words *not* forming a complete sentence, while the latter is an entire sentence, having subject and predicate, and subject to all the modifications common to *any* sentence.

A distinction should also be, perhaps, between an element and a member of sentences. An element may or *may not* be a member, owing to the class. The 3d class is always a member ; the 1st and 2d, *never*. A member of a sentence, viewed in this light, is, therefore, one of the entire sentences of a compound sentence. Hence, all subordinate members are elements of the third class ; but not *all* elements are members.

Again : there are three kinds of phrases, named after the mode, or

introductory word, viz.: the infinitive, participial, and prepositional; also two kinds of clauses, named either after the introductory word, or the subject of that clause, viz.: Relative (introduced by a relative pronoun) and substantive, (having a substantive—either noun or pronoun—for its subject.)

These all may be used either as subject, predicate, object, adjective or adverbial elements, and are of frequent occurrence, with a few exceptions, which will be noted in the following:



* Not clear.

In whatever light the preceding views may be regarded, the facts are none the less evident, that our language presents all these phases; and that a clear understanding of it is very much facilitated by taking this view of the subject; at least it has been so in my own case.

Perfection is, by no means, claimed for the above; but it is merely thrown out with a hope to induce others to make investigations in the same direction; that we all may be mutually profited.

OHIO WESLEYAN UNIVERSITY.

J. OGDEN.

The Teacher's Reputation.

How is a Teacher to maintain for a great number of years, the reputation of a good Instructor? "How is it," inquired a gentleman of a gray-headed Teacher, "that you, who have nothing beyond a Common School education, have so long continued to rank among the best Instructors of the county; whilst nearly all who were your fellow laborers twenty years ago, are now considered unfit for the occupation."

"A few principles by which I have endeavored to regulate my professional deportment," replied the old man, "have probably done much towards producing this result."

1. "I have not considered or treated others of my occupation, as being my rivals."

2. "I have never knowingly suffered parents or pupils to suppose my attainments greater than they really were."

3. "When I have found that I have erred in my instructions, I have been prompt in correcting the error."

4. "I have practised visiting schools, for the purpose of making additions to my stock of professional knowledge."

Prejudices unfavorable to subsequent success are often engendered by rivalry. Unkindness of feeling towards the successful, on the part of the friends of the unsuccessful party is often produced, and is apt to operate injuriously to the school and the Teacher.

It is generally unwise for any one to take charge of a school, if so doing, should give another reason to feel that he or she had been supplanted.

If teachers from a distance find employment in our vicinity, by forming an acquaintance we may obtain new ideas, valuable to us in our vocation; and from our previous knowledge of the community, we may be able to make suggestions by which their services may be more effective.

Some of our acquaintances, who, otherwise might have succeeded well in teaching, have failed because their scientific attainments were below what they had induced the community to expect. Whatever may be our abilities, we must fail in the confidence of the public, if found unequal to our pretensions.

Every teacher sometimes errs; and having erred in his instructions, duty to his pupils imperatively demands a correction. He who when he has discovered his error will not retract, is unfit for an Instructor.

"I will not give it up till I have it from higher authority," said a Teacher to a boy who pointed him to an error in his instructions to a Grammar Class. The child felt that the error was perceived, but, pride prevented its admission. To that child his instructions were thenceforth of little value.

There are few Teachers who have not in their manner of conducting schools, something which may profitably be imitated by others. Those who visit schools for the sake of improvement, will hardly fail to notice what that something is. In their visits they may find a diffident Teacher of much merit, where the community is unprepared to expect any thing above mediocrity. Visitors, if possessed of a favorable reputation, may confer a benefit on a worthy co-laborer, and advance the educational interests of the public, by helping him to enlarge the bounds of his acquaintance. In this way those who are advanced in life may do much towards helping themselves to an assurance, that their stations will be honorably filled when they shall have passed from the stage of action.

D. C. EASTMAN.

Importance of Thoroughness.

Thoroughness — *thoroughness* — and again I say THOROUGHNESS is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts, (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how all lessons should be learned,—a general idea, not only how that subject should be studied, but how all subjects should be studied. A child, in compassing the simplest subject, may get an idea of perfectness which is the type, or archetype, of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do; leave no enemy in ambush behind you as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that when it is subjected to the trials and experiences of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It

was one of those *typhoons*, as they are called, which lay prostrate not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable, that the tempest could not rend!* Who was the workman, *that worked under oath*, and whose work saved property and human life from ruin, other-wise inevitable? Could that workman have beheld that spectacle, and heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work, in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

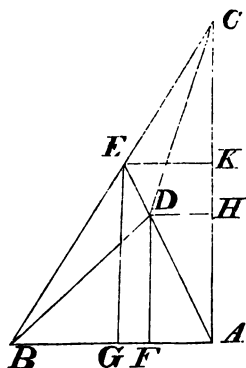
So, in the after periods of your existence, whether it be in this world, or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children whom you have trained. In the crises of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and for you as well as for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unseduced amidst temptation, firm where others are swept away, uncorrupt where others are depraved, unconsumed where others are blasted and perish. You may be able to say that, by the blessing of God, you have helped to do his thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unarméd amid the wrecks that floated around it? Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

HORACE MANN.

MATHEMATICAL DEPARTMENT.

SOLUTIONS OF QUESTIONS PUBLISHED IN THE MAY NUMBER OF THIS JOURNAL.



QUESTION 18. Solution by M. C. STEVENS.—*Statement*—Let A be the point from which the islands C and B are first seen—AE the direction of the ship. Draw the perpendiculars EK, DH, EG and DF.

SOLUTION.— $\angle KAE = 25^\circ$. $AD = 8$ m. $AE = 11$ m. $AH = FD = 8 \cos 25^\circ = 7.25047$; $DH = FA = 8 \sin 25^\circ = 3.3809$; $AK = EG = 11 \cos 25^\circ = 9.96939$; $EK = AG = 11 \sin 25^\circ = 4.6488$.

Let $x = AB$, and $y = AC$. Since $BD = CD$, we have $(x - AF)^2 + FD^2 = (y - AH)^2 + DH^2$ or FA^2 , or $x^2 - 2AFx = y^2 - 2AHy$ (1). BGE and CER are similar,

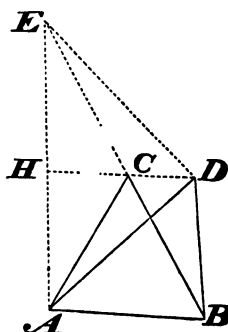
whence $x - AF : AK :: AG : y - AK$, or $y = \frac{AKx}{x - EK}$ (2).

Substitute (2) in (1), and the values of the lines we have $x^3 - 16.0594x^2 + 129.6576x - 818.1916 = 0$.

By HORNER'S method. $x = 11.029+$,

whence $y = 17.233+$.

If the bearing had been 45° , this problem could have been reduced to a quadratic. The figure can be constructed by the intersection of two parabolas.



QUESTION 19. Solution by R. W. McFARLAND.—*Statement*—Let ABC be equilateral. Since it is on the same base as ADB, it is only necessary to prove $AC + CB < AD + DB$.

DEMONSTRATION.—Erect a perpendicular on AB, and produce BC to meet it in E. $\angle EHC = \angle HCA$ in all their parts, as HC is common, and all their angles are equal; hence, H is the middle point of AE. Then $EC = CA = CB \therefore DE = DA$.

But $BE < DE + DB$, whence $BC + CA < BD + DA$.

QUESTION 20. Solution by GAMMA. $x + \frac{2}{\sqrt{x}} = \sqrt{x} + 6\sqrt{x}$, or
 $x^{\frac{3}{2}} = x + 4$. Multiply by $x^{\frac{1}{2}}$. $x^2 = x^{\frac{3}{2}} + 4x^{\frac{1}{2}} = x + 4x^{\frac{1}{2}} + 4$.
 $x = x^{\frac{1}{2}} + 2$.
 $x = 2$, or -1 .

QUESTION 21. Solution by BOWLDER. $4 - \frac{11x}{3} = \frac{\frac{2}{3}x - 1}{x + \sqrt{\frac{2}{3}x + x}}$.
 Multiply both numerator and denomination of the fraction by $(x - \sqrt{\frac{2}{3}x + x})$.
 $4 - \frac{11x}{3} = \frac{(\frac{2}{3}x - 1)(x - \sqrt{\frac{2}{3}x + x})}{(x + \sqrt{\frac{2}{3}x + x})(x - \sqrt{\frac{2}{3}x + x})} = \frac{(\frac{2}{3}x - 1)x - x\sqrt{\frac{2}{3}x + x}}{x^2 - (\frac{2}{3}x + x)}$
 $\frac{11x^2}{3} - 3x = \sqrt{\frac{2}{3}x + x} = \frac{1}{3}\sqrt{3x^2 + 9x}$.

Multiply by 9, and add $3x^2 + 9x + 2\frac{1}{4}$ to both sides, and extract the square root.

We have $6x - 1\frac{1}{2} = \sqrt{3x^2 + 9x} + 1\frac{1}{2}$. Transpose and square both sides $11x^2 - 15x = -3$.

$$x = \frac{15 \pm \sqrt{93}}{22}$$

ACKNOWLEDGMENT.—All the questions were solved by Adspectum, Bowlder, S. Loure, Geo. Huldey, R. W. McFarland, J. N. Soders and M. C. Stevens. Wm. Fillmore solved No. 20.

QUESTIONS FOR SOLUTION.

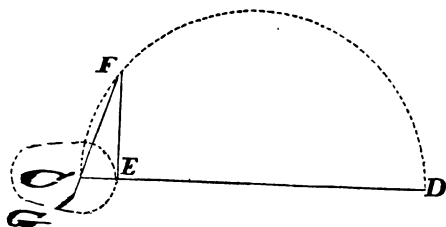
No. 25. By J. McCARTY.—Two stakes, respectively 6 and 10 feet long, are placed at such a distance apart that their tops range with that of a certain tree. A line drawn from the middle point of the shorter stake to the top of the tree, cuts off, on the longer stake, 35 inches from its top, what is the height of the tree?

Several correspondents have requested a solution for the following problem from Robinson's Plane Trigonometry:

No. 26. Given $AB = 428$, the angle $C = 40^\circ 17'$, and $(AC + BC) = 918$ to find the other parts; the angle B being obtuse.

= $ML = 2BG$, a given line. Therefore, since the area of LN , and the difference of the adjacent sides are given, the side CN , which equal to the required base, may be found as in Example 4.

Fig. 2.



CONSTRUCTION.—

Let A represent the given difference between the first and second of the required numbers; and let

B represent the difference between the second and third of those numbers. Take $CD =$ twice the sum of A and B , and about CD as a diameter describe a semi-circumference. Take $CE = B$, and draw EF perpendicular to CD , and let it meet the circumference at F . From C as a center, and with a radius equal to CE describe a circumference, and through C draw the secant FG terminating in the concave arc; then will FG represent the least of the required numbers. The reason of this construction will be obvious from an inspection of Fig. 1, where DR is equal to GM , and RT is equal to BG .

REMARK 1.—If from a scale of equal parts the lines A and B be laid off in the ratio of the numbers 7 and 2, and if the foregoing diagram be carefully constructed, the line FG will measure 8 by the same scale on which A and B respectively measure 7 and 2; and the calculation will verify this value of the line FG .

REMARK 2.—All problems, whether numerical or geometrical, producing equations of the first or second degree, are as susceptible as the examples already given, of being analyzed by the geometrical method.

REMARK 3.—In any problem producing an equation of the first or second degree, the answer may be constructed geometrically, as has been done in the present instance. Therefore in regard to the two classes of problems just specified not only may the geometrical mode of analysis be employed as a substitute for the algebraic, but geometrical construction may be employed as a substitute for numerical computation.

LANCASTER, O.

JOHN WILLIAMS.



GRANVILLE FEMALE ACADEMY.

Having visited this Institution since Mr. W. P. KERR, the present Principal took charge of it, we believe that the accommodations correspond with the external appearance of the building. Its Catalogue shows it to have been highly prosperous during the past year.

The annual examinations commenced on the 30th ult., and the closing exercises are to occur on the 4th of July: Rev. H. L. Hitchcock, of Columbus, delivers the Anniversary Address on the P. M. of the day. The next term will commence on the 13th of September.

Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 101.—Since the passage of the present School act, a new school-house has been erected in sub-district No. 6, in ——— township, and its entire cost assessed upon the taxable property in said sub-district. A few months subsequent to its erection, two of the inhabitants were set off to an adjoining sub-district; and it is now proposed by the Board of Education of said township to include in their annual estimate of the amount of money necessary to be expended for school purposes, other than for the payment of teachers, the sum of \$38, to be assessed upon the taxable property in said sub-district No. 6, for the purpose of refunding to the inhabitants set off as aforesaid, the tax which they paid for building said school-house. Can a tax for such a purpose be legally assessed as proposed?

ANSWER.—The School law does not authorize the assessment of a tax upon the property of a sub-district, or of a township, for the purpose of refunding to any inhabitant a tax paid by him for building a school-house in the sub-district from which he may have been transferred. The reason is obvious. By sec. 22, it is provided that the amount of money annually needed in any of the sub-districts of a township, for purchasing school-house sites, building, furnishing or repairing school-houses, providing fuel, and for all other school purposes, other than the payment of teachers, shall be assessed by the county auditor on *all the taxable property of the township*, not included in any city or incorporated village or territory annexed thereto, forming any special district. Under the operation of this provision of the law, the transfer of an inhabitant from one sub-district to another, can neither increase nor diminish the amount of his school tax. The fact that sec. 23 provides that a *portion of the cost* of purchasing a school-house site, and erecting or repairing a school-house thereon, in any particular sub-district, wherein the inhabitants had not, prior to the enactment of the present School law, borne a reasonable share of the burden of taxation for such purpose, in comparison with other sub-districts in the township, does not require, in order that justice and equity may be done, that a tax assessed against a person for building a school-house should be refunded to him when set off to another sub-district; because the assessment of a portion of the cost of the school-house upon the property of a particular sub-district is authorized solely on the ground that its inhabitants have not borne their share of such burdens in comparison with the inhabitants of other sub-districts in the township.

The legality of the tax to refund the money in question, is not established by the circumstance, that the Board of Education, contrary to justice and equity, caused the whole cost of the school-house to be imposed on the property of sub-district No. 6. A transgression of one provision of a law, does not authorize the violation of another.

In the School laws of those States where the cost of a school-house is required to be assessed upon the property of the district in which it is erected, some provision is generally made for the relief of those set off to other districts shortly after being taxed for building school-houses. The School law of the State of New York, for instance, contains the following provision:—"Every taxable inhabitant of a district, who shall have been, within four years, set off from any

"*I will not give it up till I have it from higher authority,*" said a Teacher to a boy who pointed him to an error in his instructions to a Grammar Class. The child felt that the error was perceived, but, pride prevented its admission. To that child his instructions were thenceforth of little value.

There are few Teachers who have not in their manner of conducting schools, something which may profitably be imitated by others. Those who visit schools for the sake of improvement, will hardly fail to notice what that something is. In their visits they may find a diffident Teacher of much merit, where the community is unprepared to expect any thing above mediocrity. Visitors, if possessed of a favorable reputation, may confer a benefit on a worthy co-laborer, and advance the educational interests of the public, by helping him to enlarge the bounds of his acquaintance. In this way those who are advanced in life may do much towards helping themselves to an assurance, that their stations will be honorably filled when they shall have passed from the stage of action.

D. C. EASTMAN.

Importance of Thoroughness.

Thoroughness — *thoroughness* — and again I say THOROUGHNESS is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts, (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how all lessons should be learned,—a general idea, not only how that subject should be studied, but how all subjects should be studied. A child, in compassing the simplest subject, may get an idea of perfectness which is the type, or archetype, of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do; leave no enemy in ambush behind you as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that when it is subjected to the trials and experiences of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It

was one of those *typhoons*, as they are called, which lay prostrate not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable, that the tempest could not rend!* Who was the workman, *that worked under oath*, and whose work saved property and human life from ruin, other-wise inevitable? Could that workman have beheld that spectacle, and heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work, in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

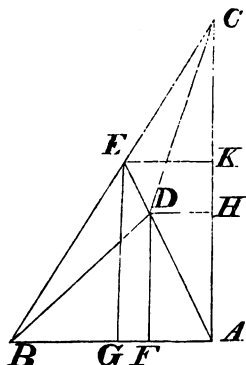
So, in the after periods of your existence, whether it be in this world, or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children whom you have trained. In the crises of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and for you as well as for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unseduced amidst temptation, firm where others are swept away, uncorrupt where others are depraved, unconsumed where others are blasted and perish. You may be able to say that, by the blessing of God, you have helped to do this thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unharmed amid the wrecks that floated around it? Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

HORACE MANN.

MATHEMATICAL DEPARTMENT.

SOLUTIONS OF QUESTIONS PUBLISHED IN THE MAY NUMBER OF THIS JOURNAL.



QUESTION 18. Solution by M. C. STEVENS.—*Statement*—Let A be the point from which the islands C and B are first seen—AE the direction of the ship. Draw the perpendiculars EK, DH, EG and DF.

SOLUTION.— $\angle KAE = 25^\circ$. $AD = 8$ m. $AE = 11$ m. $AH = FD = 8 \cos 25^\circ = 7.25047$; $DH = FA = 8 \sin 25^\circ = 3.3809$; $AK = EG = 11 \cos 25^\circ = 9.96939$; $EK = AG = 11 \sin 25^\circ = 4.6488$.

Let $x = AB$, and $y = AC$. Since $BD = CD$, we have $(x - AF)^2 + FD^2 = (y - AH)^2 + DH^2$ or FA^2 , or $x^2 - 2AFx = y^2 - 2AHy$ (1). BGE and CER are similar,

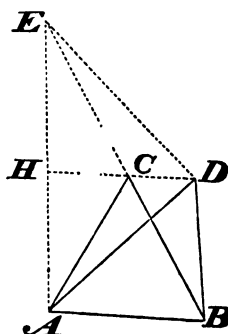
whence $x - AF : AK :: AG : y - AK$, or $y = \frac{AKx}{x - EK}$ (2).

Substitute (2) in (1), and the values of the lines we have $x^3 - 16.0594x^2 + 129.6576x - 818.1916 = 0$.

By HORNER'S method. $x = 11.029+$,

whence $y = 17.233+$.

If the bearing had been 45° , this problem could have been reduced to a quadratic. The figure can be constructed by the intersection of two parabolas.



QUESTION 19. Solution by R. W. MCFARLAND.—*Statement*—Let ABC be equilateral. Since it is on the same base as ADB, it is only necessary to prove $AC + CB < AD + DB$.

DEMONSTRATION.—Erect a perpendicular on AB, and produce BC to meet it in E. $\angle EHC = \angle HCA$ in all their parts, as HC is common, and all their angles are equal; hence, H is the middle point of AE. Then $EC = CA = CB \therefore DE = DA$.

But $BE < DE + DB$, whence $BC + CA < BD + DA$.

QUESTION 20. Solution by GAMMA. $x + \frac{2}{\sqrt{x}} = \sqrt{x} + 6\sqrt{x}$, or
 $x\frac{2}{x} = x + 4$. Multiply by $x\frac{1}{2}$. $x^2 = x\frac{2}{x} + 4x\frac{1}{2} = x + 4x\frac{1}{2} + 4$.
 $x = x\frac{1}{2} + 2$.
 $x = 2$, or -1 .

QUESTION 21. Solution by BOWLDER. $4 - \frac{11x}{3} = \frac{\frac{2}{3}x - 1}{x + \sqrt{\frac{2}{3}x^2 + x}}$.
 Multiply both numerator and denomination of the fraction by $(x - \sqrt{\frac{2}{3}x^2 + x})$.
 $4 - \frac{11x}{3} = \frac{(\frac{2}{3}x - 1)(x - \sqrt{\frac{2}{3}x^2 + x})}{(x + \sqrt{\frac{2}{3}x^2 + x})(x - \sqrt{\frac{2}{3}x^2 + x})} = \frac{(\frac{2}{3}x - 1)x}{x^2 - (\frac{2}{3}x^2 + x)} = \frac{(\frac{2}{3}x - 1)x}{\frac{1}{3}x^2 - x}$
 $\frac{11x^2}{3} - 3x = \sqrt{\frac{2}{3}x^2 + x} = \frac{1}{3}\sqrt{3x^2 + 9x}$.

Multiply by 9, and add $3x^2 + 9x + 2\frac{1}{4}$ to both sides, and extract the square root.

We have $6x - 1\frac{1}{2} = \sqrt{3x^2 + 9x} + 1\frac{1}{2}$. Transpose and square both sides $11x^2 - 15x = -3$.

$$x = \frac{15 \pm \sqrt{93}}{22}.$$

ACKNOWLEDGMENT.—All the questions were solved by Adspectum, Bowlder, S. Loure, Geo. Huldey, R. W. McFarland, J. N. Soders and M. C. Stevens. Wm. Fillmore solved No. 20.

QUESTIONS FOR SOLUTION.

No. 25. By J. McCARTY.—Two stakes, respectively 6 and 10 feet long, are placed at such a distance apart that their tops range with that of a certain tree. A line drawn from the middle point of the shorter stake to the top of the tree, cuts off, on the longer stake, 35 inches from its top, what is the height of the tree?

Several correspondents have requested a solution for the following problem from Robinson's Plane Trigonometry:

No. 26. Given $AB = 428$, the angle $C = 40^\circ 17'$, and $(AC + BC) = 918$ to find the other parts; the angle B being obtuse.

No. 27. By GAMMA. $\left. \begin{array}{l} x^2 + y^2 = 8 \\ x + xy = 6 \end{array} \right\}$ to find x and y by Quadratics.

Although not so many solutions, as usual, were sent in this month, there are quite as many communications. Several problems have been received lately. There are now on hand several short communications on different subjects in Mathematics, which will appear in due season. One from Boulder on the problem of lights will appear next month if space will permit.

Correspondents furnishing questions will please accompany them with their own solutions when they can do so.

All communications for this department should be addressed "Math. Dep't. O. J. Ed'n., care of F. W. Hurtt, Cincinnati, O.," until further notice; and, to be in time, should be mailed by the first of the month preceding that on which they are to appear.

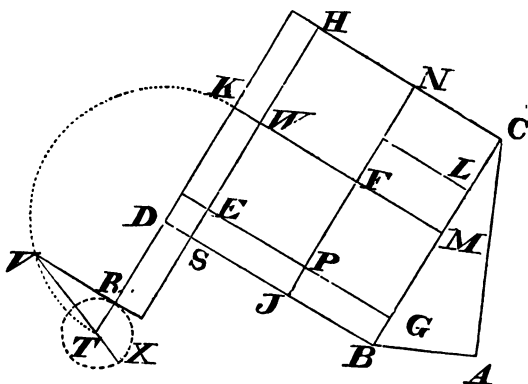
THE USE OF GEOMETRY IN THE SOLUTION OF NUMERICAL PROBLEMS.

EXAMPLE 9.—The difference between the first and second of three numbers is 7; the difference between the second and third is 2; and the numbers are such that the sum of the squares of the first and second is equal to the square of the third. What are the numbers?

GEOMETRICAL EQUIVALENT.—Given the difference between the base and perpendicular, and the difference between the perpendicular and hypotenuse of a right-angled triangle, to find the sides.

SOLUTION.—Let ABC be the required triangle; and let CD be the square of the hypotenuse, CE the square of the perpendicular, and

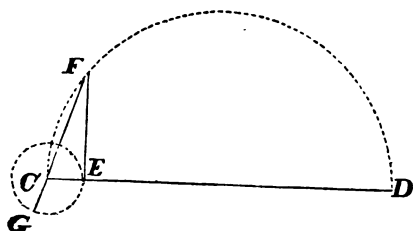
Fig. 1.



CF the square of the base.—
Then $GDH = CF$ (Leg. 4, 11 Cor.). Take $FL = JG + KH = 2JG$; then $LN = WDP = 2BG \times GM + BG^2$, a given area; and $CN - CL = CM - CL$

$= ML = 2BG$, a given line. Therefore, since the area of LN , and the difference of the adjacent sides are given, the side CN , which equal to the required base, may be found as in Example 4.

Fig. 2.



CONSTRUCTION.—Let A represent the given difference between the first and second of the required numbers; and let

B represent the difference between the second and third of those numbers. Take $CD =$ twice the sum of A and B , and about CD as a diameter describe a semi-circumference. Take $CE = B$, and draw EF perpendicular to CD , and let it meet the circumference at F . From C as a center, and with a radius equal to CE describe a circumference, and through C draw the secant FG terminating in the concave arc; then will FG represent the least of the required numbers. The reason of this construction will be obvious from an inspection of Fig. 1, where DR is equal to GM , and RT is equal to BG .

REMARK 1.—If from a scale of equal parts the lines A and B be laid off in the ratio of the numbers 7 and 2, and if the foregoing diagram be carefully constructed, the line FG will measure 8 by the same scale on which A and B respectively measure 7 and 2; and the calculation will verify this value of the line FG .

REMARK 2.—All problems, whether numerical or geometrical, producing equations of the first or second degree, are as susceptible as the examples already given, of being analyzed by the geometrical method.

REMARK 3.—In any problem producing an equation of the first or second degree, the answer may be constructed geometrically, as has been done in the present instance. Therefore in regard to the two classes of problems just specified not only may the geometrical mode of analysis be employed as a substitute for the algebraic, but geometrical construction may be employed as a substitute for numerical computation.

LANCASTER, O.

JOHN WILLIAMS.



GRANVILLE FEMALE ACADEMY.

Having visited this Institution since Mr. W. P. KERR, the present Principal took charge of it, we believe that the accommodations correspond with the external appearance of the building. Its Catalogue shows it to have been highly prosperous during the past year.

The annual examinations commenced on the 30th ult., and the closing exercises are to occur on the 4th of July: Rev. H. L. Hitchcock, of Columbus, delivers the Anniversary Address on the P. M. of the day. The next term will commence on the 13th of September.

Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 101.—Since the passage of the present School act, a new school-house has been erected in sub-district No. 6, in ——— township, and its entire cost assessed upon the taxable property in said sub-district. A few months subsequent to its erection, two of the inhabitants were set off to an adjoining sub-district; and it is now proposed by the Board of Education of said township to include in their annual estimate of the amount of money necessary to be expended for school purposes, other than for the payment of teachers, the sum of \$38, to be assessed upon the taxable property in said sub-district No. 6, for the purpose of refunding to the inhabitants set off as aforesaid, the tax which they paid for building said school-house. Can a tax for such a purpose be legally assessed as proposed?

ANSWER.—The School law does not authorize the assessment of a tax upon the property of a sub-district, or of a township, for the purpose of refunding to any inhabitant a tax paid by him for building a school-house in the sub-district from which he may have been transferred. The reason is obvious. By sec. 22, it is provided that the amount of money annually needed in any of the sub-districts of a township, for purchasing school-house sites, building, furnishing or repairing school-houses, providing fuel, and for all other school purposes, other than the payment of teachers, shall be assessed by the county auditor on *all the taxable property of the township*, not included in any city or incorporated village or territory annexed thereto, forming any special district. Under the operation of this provision of the law, the transfer of an inhabitant from one sub-district to another, can neither increase nor diminish the amount of his school tax. The fact that sec. 23 provides that a *portion of the cost* of purchasing a school-house site, and erecting or repairing a school-house thereon, in any particular sub-district, wherein the inhabitants had not, prior to the enactment of the present School law, borne a reasonable share of the burden of taxation for such purpose, in comparison with other sub-districts in the township, does not require, in order that justice and equity may be done, that a tax assessed against a person for building a school-house should be refunded to him when set off to another sub-district; because the assessment of a portion of the cost of the school-house upon the property of a particular sub-district is authorized solely on the ground that its inhabitants have not borne their share of such burdens in comparison with the inhabitants of other sub-districts in the township.

The legality of the tax to refund the money in question, is not established by the circumstance, that the Board of Education, contrary to justice and equity, caused the whole cost of the school-house to be imposed on the property of sub-district No. 6. A transgression of one provision of a law, does not authorize the violation of another.

In the School laws of those States where the cost of a school-house is required to be assessed upon the property of the district in which it is erected, some provision is generally made for the relief of those set off to other districts shortly after being taxed for building school-houses. The School law of the State of New York, for instance, contains the following provision:—"Every taxable inhabitant of a district, who shall have been, within four years, set off from any

other district without his consent, and shall, within that period have actually paid in such other district, under a lawful assessment therein, a district tax for building a school-house. shall be excepted by the trustees of the district where he shall reside from the payment of any tax for building a school-house therein.

QUESTION 102.—When a school examiner vacates his office by resignation refusal to serve, removal out of the county, or otherwise, should the vacancy be filled by appointment for the full term of two years, or only for the unexpired term of the examiner who thus vacates his office?

ANSWER.—The appointment should evidently be made for the full term of two years. This is obvious from the language employed in the last clause of sec. 44 of the school act: "All vacancies in said board, which may thereafter occur, whether from expiration of the term of office, refusal to serve, or otherwise, shall be filled by *like* appointment by said judge."

It requires no argument to show that vacancies resulting from expiration of the term of office, should be filled by appointment for the full term of two years. But the two classes of vacancies are required to be filled by *like* appointment by said judge. The term "*like*" must either be construed as referring to the length of time which the school examiners first appointed under the present school law, were entitled to hold their office, or to the fact that appointments to fill vacancies resulting from any of the causes stated in sec. 44, are required to be made for the same length of time, viz.: two years.

That the foregoing is a proper interpretation of sec. 44, will appear the more manifest by observing the language employed on the subject of vacancies, in sec. 3:—"In case a vacancy shall occur in the office of director, by death, resignation, refusal to serve or otherwise, it shall be the duty of the township clerk to fill such vacancy by appointment for the *unexpired* term." In this section of the law, vacancies which are occasioned by expiration of the term of office are not coupled with those resulting from other causes, and for the obvious reason that the former are required to be filled by an election, as provided in secs. 2 and 4. When, therefore, the term of office of a local director has expired, the vacancy resulting therefrom can not be filled by an appointment.

By sec. 2, it is provided that each director shall continue in office, until his successor is elected and qualified.

The general rule on this subject is, that, where the law does not expressly declare that the appointment shall be for the *unexpired* term, and where it does not provide that one part of the board of officers shall be elected, and another go out of office at regular and stated intervals, all vacancies shall be filled by appointments for the full term.

H. H. BARNEY,
Commissioner of Common Schools.

CIRCULATION OF THE JOURNAL.

The first, second and third columns in the following Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes, and the fourth, the present circulation of the current volume. In addition to these, we have more than 180 subscribers in other States, making the whole number over 2100. The number of subscribers in Ohio reported last year at this time was 2000.

Counties.	I.	II.	III.	IV.	Counties.	I.	II.	III.	IV.	Counties.	I.	II.	III.	IV.
Adams....	1	2	7	12	Hamilton..	72	182	172	135	Noble.....	0	4	6	2
Allen.....	0	4	13	11	Hancock...16	24	24	9	Ottawa...	1	0	2	2	
Ashland..	54	46	28	19	Hardin	1	1	4	0	Paulding..	0	1	0	0
Ashtabula	29	39	18	10	Harrison...8	18	27	11	Perry.....	2	1	13	13	
Athens...	0	1	27	23	Henry.....	0	0	1	0	Pickaway..	9	26	36	24
Auglaize..	0	0	2	0	Highland..	12	15	36	41	Pike.....	1	4	4	3
Belmont...	24	31	31	20	Hocking...3	1	0	1	Portage...	4	18	43	23	
Brown....	0	27	124	86	Holmes....	3	2	7	0	Preble....	21	26	48	39
Butler....	14	10	58	15	Huron.....	35	32	72	38	Putnam...1	0	0	2	
Carroll....	2	7	5	3	Jackson...0	2	14	63	Richland..	57	45	41	23	
Ch'mpaign	5	19	33	15	Jefferson...13	56	23	30	Ross.....	7	24	19	21	
Clark.....	14	17	14	10	Knox.....	45	36	35	31	Sandusky..	2	7	12	32
Clermont..	22	37	70	75	Lake.....	25	24	32	24	Scioto....	4	50	24	7
Clinton...	3	41	32	21	Lawrence..8	13	10	15	Seneca....	44	58	61	55	
Col'mbi'na	35	51	48	35	Licking....	44	47	43	35	Shelby....	2	3	2	2
Coshocton	4	18	52	46	Logan.....	1	5	4	21	Stark.....	80	75	26	29
Crawford..	13	13	13	4	Lorain.....	5	19	18	9	Summit...9	8	30	7	
Cuyahoga..	48	95	56	36	Lucas.....	20	10	21	24	Trumbull..4	11	10	11	
Darke....	3	2	4	3	Madison...2	20	15	5	Tuscaraw's	5	6	21	19	
Defiance...	7	3	10	9	Mahoning..4	10	11	3	Union.....	0	1	3	3	
Delaware..	11	41	23	28	Marion....8	9	1	3	Vanwert...	1	0	1	0	
Erie.....	58	40	20	19	Medina....3	2	5	27	Vinton...0	0	3	4		
Fairfield..	6	7	20	15	Meigs.....0	0	7	6	Warren...21	45	90	66		
Fayette...	2	2	20	18	Mercer....0	1	8	0	Washing'n	20	20	20	27	
Franklin...	30	30	60	45	Miami.....18	26	33	18	Wayne...12	12	21	19		
Fulton....	1	5	6	4	Monroe....1	2	2	14	Williams..0	7	7	2		
Gallia....	0	1	1	2	Mtgomery..66	52	45	19	Wood....10	18	13	8		
Geauga....	6	6	2	4	Morgan....13	12	16	31	Wyandot..2	6	7	4		
Greene...	62	60	87	45	Morrow....9	32	7	7						
Guernsey..	25	42	90	42	Muskingum	53	88	147	70	Totals...	1285	1920	2375	1920

FINANCIAL DEPARTMENT.

PARTIAL REPORT OF THE FINANCIAL COMMITTEE FOR 1854.

The following sums, from the sources indicated, have been received for the support of the Agent during the year 1854:

Montgomery Co. Teachers' Inst..	\$50 00	A. Holbrook, Salem.....	\$5 00
Preble Co.....do.....	50 00	W. P. Clark, Medina.....	5 00
Clinton Co.....do.....	40 00	S. S. Cotton, Sandusky.....	5 00
Columbiana Co.....do.....	35 00	James Elliott, Cincinnati.....	5 00
Allen Co.....do.....	30 00	S. M. Heslet, Portsmouth.....	5 00
Clermont Co.....do.....	30 00	H. D. Lathrop, Gambier.....	5 00
Highland Co.....do.....	30 00	Jesse Markham, Plymouth.....	5 00
Richland Co.....do.....	30 00	W. A. McKee, Coshocton.....	5 00
Belmont Co.....do.....	25 00	James Marvin, Warren.....	5 00
Pickaway Co.....do.....	25 00	R. M. Merrill, Mansfield.....	5 00
Seneca.....do.....	25 00	Wm. Mitchell, Fredericktown.....	5 00
Portage Co.....do.....	21 10	I. S. Morris, Eaton.....	5 00
Hancock Co.....do.....	21 00	C. Nason, Cincinnati.....	5 00
Warren Co.....do.....	20 00	John Ogden, Delaware.....	5 00
Greene Co.....do.....	15 00	D. C. Pearson, Columbus.....	5 00
Madison Co.....do.....	15 00	E. B. Pierce, Martin's Ferry.....	5 00
Fayette Co.....do.....	4 00	J. H. Rolfe, Cincinnati.....	5 00
Lorain Co.....do.....	20 00	A. Samson, Columbus.....	5 00
G. W. Batchelder, Zanesville.....	20 00	C. R. Shreve, Roscoe.....	5 00
M. F. Cowdery, Sandusky.....	20 00	G. C. Smith, Columbus.....	5 00
Andrew Freese, Cleveland.....	20 00	J. W. Sutherland, Columbus.....	5 00
John Lynch, Circleville.....	20 00	Citizens of Franklin, Warren Co..	5 40
D. P. Mayhew, Columbus.....	20 00	G. C. Woollard, Sandusky.....	3 00
Dr. C. Cutter, Warren, Mass.....	20 00	J. J. Sadler, Rootstown.....	2 00
A. W. Price, Cleveland.....	20 00	John White, Martin's Ferry.....	2 00
A. J. Rickoff, Cincinnati.....	15 00	E. Story, Bowersville.....	1 00
A. H. Bailey, College Hill.....	10 00		
S. M. Barber, Ashland.....	10 00	Rec'd from Institutes...	\$466 10
Wm. N. Edwards, Troy.....	10 00	Rec'd from Teachers.....	288 00
S. N. Sanford, Granville.....	10 00	Rec'd from Agents, etc..	50 00
J. A. Sloan, Batavia.....	10 00	Total received to June 25th.....	\$899 50

Editors' Portfolio.

Everything has been done which can be asked of our friends in Cleveland, for the purpose of rendering our meeting there agreeable. The free use of one of the finest Concert Halls in the City has been generously tendered by Mr. Chapin, the proprietor.

We invite attention to the announcements of our Advertisers. Messrs. Sheldon, Lamport & Co., J. H. Colton & Co., A. S. Barnes & Co., D. Appleton & Co., and G. & C. Merriam present new matter this month. W. B. Smith & Co., and others of our regular Advertisers continue to urge the claims of their valuable works.

Notices of Colleges, Schools, etc.

Lane Seminary.—The 23d Anniversary of this Theological school was attended on the 13th ult.: eleven young men having completed the course of study took part in the exercises. Rev. H. Smith, D.D., late President of Marietta College, was inaugurated as Prof. of Sacred Rhetoric and Ecclesiastical History. The address to him on behalf of the Trustees was made by Rev. Dr. Fisher of Cincinnati.

The Report of the Examining Committee, presented by Rev. H. Little, contains the following significant passage:

"The Professors did not put their questions so as almost to give the answers themselves, but they presented them so as to make it necessary for the students to understand the subject in order to give intelligent or satisfactory answers."

Would that the same mode of examining might be adopted in all our colleges and schools.

Ohio Wesleyan University, Delaware.—The exercises of the graduating classes were attended on the 13th ult. Twelve young men completed the Collegiate course; and five received "certificates of proficiency" in the Scientific, and one in the Biblical course. The parts of all were generally well sustained. The Baccalaureate of the President, Rev. Dr. Thompson, on the subject of Reading, was a most interesting and instructive address. The address of Rev. Dr. Fisher, of Cincinnati, before the Societies on the evening previous was said to have been deeply interesting.

The Wesleyan Female College closed its year on the 12th of June: the graduates numbered four in the Classical, and three in the Scientific department.

Commencements and Anniversaries are yet to be attended:

Denison University, at Granville, Wednesday, July 11th.

Western Reserve College, at Hudson, Thursday, July 12th.

Kenyon College, and Ohio University, on the first Wednesday in August.

CATALOGUES.—Kenyon College, and Theological Seminary.—Theological Students 10; in the College classes 63—Seniors 7, Juniors 13, Sophomores 18, Freshmen 25; Grammar School 85: total 158. When Mr. Andrews took charge of the Institution there were 12 students in the Grammar School, and about 40 in the College classes. The Triennial shows that the graduates in Divinity number 71; the degree of A. B. has been conferred upon 187, in course, and that of A. M. upon 81; Honorary degrees, A. B. 3; A. M. 28; LL. D. 11; D. D. 18.

Ohio Wesleyan University.—Collegiate course, Seniors 12, Juniors 9, Sophomores 18, Freshmen 67, making 106; Preparatory 68; 174: Biblical course 15: Scientific 322: total 511.

Urbana University has closed its second year. Four Professors, one Tutor, and a Principal of the Preparatory Department are employed. Students: Freshmen 7, Special Course 21, Preparatory 82: total 110. The next year commences on the 3d of September.

Ohio Wesleyan Female College.—Rev. JAMES A. DEAN has succeeded Mr. Faville as President. Mr. WM. SMITH continues as Prof. of Math. and Natural Sciences. The Classical Department numbers 32; and the English 170: total 202.

Granville Female Academy has issued its 21st Catalogue. Mr. W. P. KERR is aided by seven Teachers. The Senior class numbers 6, and the whole number of pupils is 184.

Editors' Table.

Kames' Elements of Criticism, revised, with omissions, additions and a new analysis, by Rev. J. R. BOYD, New York: A. S. Barnes & Co. We have long wondered why some publisher did not furnish an edition of this work suitable for use in our higher seminaries: we believe this to be what has been wanted, and doubt whether any other edition will hereafter be used where this is known. The additions, consisting of selections from standard British and American authors down to the present time, are highly valuable, and the notes contain valuable information. The whole is included in one neat 12 mo. of 486 pages.

Elements of Astronomy, for Schools and Academies, with explanatory notes and questions for examination. By JOHN BROCKLESBY, A. M., Prof. of Mathematics and Natural Philosophy, in Trinity College, Hartford. New York: Farmer, Brace & Co. This is compact treatise of 320 pages, containing the elements, and most of the important facts of the science clearly presented and systematically arranged: it is very finely illustrated. It is worthy of a careful examination by all who wish to secure the best text books.

A Treatise on Pneumatics: being the Physics of Gases, including Vapors: containing a full description of the different kinds of Air Pumps, Barometers, Hygrometers, and other Meteorological Instruments. By M. H. BOYE, M. D., A. M., Prof. of Natural Philosophy and Chemistry in the Central High School of Philadelphia. E. C. and J. Biddle, Philadelphia. A convenient manual, copiously illustrated, and well arranged. The full description of the different kinds of instruments and the experiments to be performed with them, and especially the Tables given for the first time in English measures and Fahrenheit degrees, add much to its value.

D. Appleton and Co., have issued "Cornell's Intermediate Geography," being part second of their systematic series of School Geographies. It is a fine quarto of 84 pages, well printed and beautifully illustrated. The engravings are worthy to be used in forming the taste of children.

J. H. Colton and Co., are also publishing a fine series of Geographies, (of which Fitch's Physical Geography forms a part,) the cost of the Maps for which is over \$5,000, and of the Illustrations \$9,000.

Iverson and Phinney have sent us "The Robin Red Breast," a new Juvenile Singing Book. It is finely printed, and contains 200 pages of instructions, and music.

Pitman's Manual of Phonography, doubtless the best thing of the kind in existence, has just been issued: price 50 cents, in cloth 60 cents. Address Benn Pitman, Cincinnati.

REPORTS AND PAMPHLETS.—The Reports of the Superintendents of Schools in Mass., R. I., Conn., and Ia.; and of the Schools in a number of towns and cities have been received, but want of space prevents a proper notice of them this month.

Items.

President LORIN ANDREWS has declined the Presidency of the University of Iowa, tendered to him a short time since. This will be grateful intelligence to his friends in Ohio.

Dr. W. C. CATLIN, late Superintendent of the schools of McConnellsville, has been appointed Superintendent of the schools of Mansfield. Mrs. Catlin is to be Preceptress of the High School Department.

Mr. GUNNING, late of Oberlin, succeeds Mr. M. A. Page as Principal of the schools of Maumee City.—*Toledo Teacher*.

Mr. D. CHRISTY, author of "Cotton is King" and other works, has been appointed Professor of Geology in the Female College at Glendale, Hamilton Co.

Mr. JAMES S. WARD has been appointed Prof. of Natural History and Botany, and of English Literature, in the same Institution.

State Teachers' Association.

The seventh semi-annual meeting will be held in Cleveland on the 5th and 6th of this month. The Association will convene at 10, A. M., on Thursday the 5th, in Chapin's Hall, corner of Euclid Street and the Public Square.

The Committee of Arrangements will be in attendance at the Bennett House, to receive Ladies, and assign them places.

All the Railroads leading into Cleveland, the Cin. & Col., the O. Central, and the Urbana Rail Roads will carry delegates as heretofore: those paying full fare over the Road being returned free, on presenting the proper certificate from the Officers of the Association. It is hoped that most if not all the other Rail Roads in the State will grant us the same favor.

The Ohio Phonetic Association adjourned to meet at the call of its Executive Committee: the Committee have decided not to call a Semi-annual meeting.

The Associations named below are to hold meetings as follows:

Ohio State Musical Convention, at Cleveland, July 17th four days.

New York State Teachers' Association, at Utica, August 1st, 2d and 3d.

Pennsylvania State Teachers' Association, at Pittsburg, August 7th and 8th.

American Association for the advancement of Education, N. Y. City Aug. 28th.

Teachers' Institutes.

Arrangements are already made for holding Institutes as stated below: the Agent expects to attend at Oxford during the week commencing July 23d; and to be present at each of the others during a part or the whole of the session.

Greene county, at Xenia, July 9th, one week.

S. W. Normal, at Oxford, July 16th, five weeks.

Jackson county, at Jackson, August 6th, one week.

Scioto county, at Portsmouth, August 9th, three days.

Guernsey county, at Washington, August 20th, one week.

Athens county, at Albany, September 4th, one week.

Fayette county, at Washington, September 17th, one week.

Tuscarawas county, at New Philadelphia, October 1st, one week.

Columbiana county, at Hanover, October —, one week.

Muskingum county, at Zanesville, October 22d, one week.

Morgan county, at McConnellsville, October 29th, one week.

Monroe county, at Woodsfield, November 5th, one week.

Common	5½	Months.
High	9½	"
German and English.....	7	"
Colored.....	5	"

The number of teachers employed in the schools during the year was as follows:

	MALES.	FEMALES.	TOTAL.
Common	10,998	9,854	20,852
High	115	81	196
German and English.....	31	4	35
Colored.....	58	35	93
Total.....	11,202	9,974	21,176

Attention will naturally be arrested by the large number of teachers employed, but this fact is explained by the circumstances, that different teachers are usually employed in the sub-districts, at different periods of the year, and the cities and towns require a numerous staff of instructors under the graded system now so generally prevalent. Thus the number of the teachers, as well as the number of schools, seems disproportionate, but really is not.

The average wages of teachers per month in the schools during the year was as follows:

	MALES.	FEMALES.
Common	\$25 02	\$14.20
High.....	61.35	30.60
German and English.....	29.27	25 06
Colored.....	25.40	18.72

The number of school houses reported by 1,198 Boards, is 7,830; valued at \$2,229,911. The number in the whole State is probably 10,287, worth about \$3,090,306. There were 740 school houses built in 1855, at an aggregate cost of \$438,602, or an average of \$593. Of the school houses heretofore erected and whose condition is stated in the reports, 4,592 are represented as "good," 1,515 as "bad," and 1,269 as "middling," while 464 are enumerated, but their condition is unreported.

From the mass of returns relating to the numbers engaged in different studies, the following are selected as the most reliable:

Number of pupils who can read.....	430,432
" " " write.....	362,496
" " engaged in the study of the Alphabet	116,933
" " " Orthography.....	497,717
" " " Mental Arithmetic.....	233,758
" " " Written "	246,898
" " " Geography	115,839
" " " English Grammar	84,684
" " " History	55,948
" " " Algebra	16,502
" " " Geometry	15,328
" " " Natural Philosophy.....	15,068
" " " Chemistry.....	14,551
" " " Geology	24,721

The Special School tax levied by Townships and Districts in 1854 for the expenditure of 1855, amounted to \$1,295,424.84. The returns from all the counties in the State, except seven, will exhibit the nature of these expenditures, and indeed present intrinsic evidences of being very nearly accurate:

Purchasing school house sites	\$15,506.88
Building and furnishing school houses	455,027.07
Hiring school houses	1,726.41
Repairing school houses	47,688.31
Fuel	34,418.61
Cases for books and apparatus	775.06
Other contingent school expenses	88,265.70
Prolonging schools seven months	409,022.57
Sustaining high schools	13,369.28
Total	\$1,065,759.89

The reports of the County Auditors warrant the following statement of the amount paid for teachers' wages in 1855:

	MALES.	FEMALES.	TOTAL.
Common	\$1,086,302.62	\$600,116.04	\$1,686,418.66
High	50,904.18	20,848.01	71,752.19
German and English	7,965.68	1,072.15	9,037.83
Colored	5,859.77	2,700.27	8,560.04
Total	\$1,151,031.65	\$624,736.47	\$1,775,768.12

A more satisfactory view of the forgoing statistics will be afforded by comparing the items as returned in 1854 and 1855 respectively:

	1854.	1855.
Total enumeration of youth of school age	816,408	820,624
Number enrolled in the schools	612,185	669,024
Average daily attendance	362,514	388,373
Number of pupils Orthography	385,912	497,717
“ “ Arithmetic	226,289	246,898
“ “ Grammar	61,027	84,684
“ “ Geography	93,384	115,839
“ “ Algebra	5,776	16,502
“ “ Geometry	1,037	15,328
“ “ Chemistry	1,033	14,561

Male teachers in common schools	9,902	10,996
Female “ “ “	8,502	9,854
Male “ high “	71	115
Female “ “ “	63	81

Wages per month of male teachers in common schools	\$23 00	\$25 02
“ “ female “ “ “	13.00	14 20
“ “ male “ high “	58.00	61.35
“ “ female “ “ “	28 50	30.60

Total amount of teachers' wages	\$1,684,694	\$1,775,768
Special school tax levied	987,696	1,295,424
Of this last item, amount levied for prolonging schools seven months	404,378	409,022

Number of Boards of Education	1,514	1,574
Number of sub-districts	11,365	10,000
New school houses erected	770	740

Cost of new school houses	\$346,944	\$438,602
Average cost of new school houses	451	593

The foregoing statistics indicate distinctly that the present school system is advancing in efficiency and usefulness. There is less dissatisfaction expressed by local school officers than during the two previous years, since the enactment of the school law.

LIST OF COUNTIES which received, in 1855, more than they contributed to the State Common School Fund, with the amounts annexed.

COUNTIES.	AMOUNT	COUNTIES.	AMOUNT.	COUNTIES.	AMOUNT.
Adams.....	\$5,071.85	Hardin	\$1,385.20	Paulding	\$1,030.06
Allen	4,854.13	Henry	2,151.38	Perry	4,308.42
Ashland	2,219.03	Hocking	5,944.37	Pike	2,160.76
Ashtabula	2,444.82	Holmes	7,273.92	Putnam	2,994.70
Athens	6,685.37	Jackson	4,400.98	Richland	1,832.39
Auglaize	3,556.27	Jefferson	550.64	Sandusky	3,259.47
Belmont	2,836.31	Knox	491.83	Scioto	2,341.40
Brown	3,522.96	Lake	255.74	Seneca	3,007.13
Carroll	2,644.98	Lawrence	3,563.43	Shelby	2,182.48
Clermont	1,762.88	Logan	1,333.62	Stark	21.65
Columbiana	3,038.38	Lorain	2,122.60	Trumbull	537.93
Coshocton	2,576.59	Lucas	972.81	Tuscarawas	3,775.23
Crawford	1,746.01	Medina	1,308.82	Union	2,172.43
Darke	3,125.51	Meigs	5,906.34	Van Wert	2,180.28
Defiance	2,945.36	Mercer	3,586.97	Vinton	3,289.02
Delaware	2,296.01	Monroe	9,212.56	Washington	7,421.20
Fulton	4,899.10	Morgan	5,017.87	Wayne	625.38
Gallia	5,138.09	Morrow	2,089.87	Williams	4,728.51
Geauga	727.26	Noble	6,510.34	Wood	3,522.66
Guernsey	5,452.91	Ottawa	403.97	Wyandot	863.02
Hancock	4,548.35				

LIST OF COUNTIES which contributed, in 1855, to the State Common School Fund more than they received, with amounts annexed.

COUNTIES.	AMOUNT.	COUNTIES.	AMOUNT.	COUNTIES.	AMOUNT.
Butler	\$9,467.00	Greene	\$6,739.38	Miami	\$1,914.49
Champaign	3,502.18	Hamilton	65,179.33	Montgomery	11,135.51
Clark	5,709.20	Harrison	695.57	Muskingum	584.27
Clinton	1,469.77	Highland	246.00	Pickaway	8,650.05
Cuyahoga	15,272.65	Huron	984.03	Portage	2,786.63
Erie	1,540.41	Licking	3,428.38	Preble	2,974.10
Fairfield	2,382.72	Madison	6,417.32	Ross	6,270.42
Fayette	3,345.89	Mahoning	627.08	Summit	851.01
Franklin	7,112.92	Marion	2,383.37	Warren	5,698.73

ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 112. Does the school law of this State confer upon colored youth the privilege of entering, as a matter of legal right, the common schools of the city, village or township in which they reside? In case the law does not allow them this privilege, how shall provision be made for their education when there are only two or three such youth in a school district?

ANSWER. Under the general school law of this State, colored youth are not allowed to enter, as a matter of right, the schools provided for white youth. But they are entitled to a *per capita* share of all school funds made applicable to the

payment of teachers; and it is the duty of the several boards of education to see that said share of the school funds is properly expended for the education of said colored youth, and for no other purpose.

By sec. 31 of the school law, the board of education in each township, city and incorporated village in the State, is *required* to establish within its respective jurisdiction, one or more schools for colored children, whenever the whole number exceeds thirty by enumeration. Whenever the number does not exceed thirty, then it is the duty of said board to reserve the money apportioned to any township, city or village on account of said colored youth, and expend the same in such manner as said board may deem most expedient and advantageous for the education of said youth.

In most of the sub-districts in which there are only two or three resident colored youth, the inhabitants have waived all legal objections to the education of said youth in the common school of the district. And it is hoped that in no sub-district in the State, the inhabitants will be found so extremely fastidious or unphilanthropic, as to deprive a poor colored youth of all education, rather than allow him to attend the common school.

QUESTION 113. Before the enactment of the present school law, a meeting of the qualified voters of a certain village, and two contiguous school districts, was called for the purpose of deciding upon the formation of a Union School District, embracing the territory of said village and adjoining district. As very few of the inhabitants of said districts attended said meeting, a majority of those present voted in favor of establishing said Union School District, and hence the school houses of said districts were sold, and all the inhabitants were embraced in a single school district.

Owing to the great distance at which some of the inhabitants reside from the school house in said Union district, they are obliged to send their children to school in the adjoining sub-districts, and pay for their instruction; the board of education of the Union district claiming that they have no power to set off said inhabitants to other school districts, or to allow them any portion of the school funds apportioned to said Union district.

How shall the inhabitants referred to, be relieved from the inconveniences and hardships to which they are subjected?

ANSWER. By an act passed at the last session of the General Assembly, it was provided that the board of education of any city, town, incorporated village or district, organized as to schools under any special school law, might, with the assent or concurrence of the township board, attach thereto, or detach therefrom, for school purposes, territory not included with the corporate limits of said city, town or incorporated village.

Hence, it is now perfectly competent for the board of education of said Union district, to detach therefrom, with the concurrence of the township board, such of the inhabitants as would be far better accommodated at the schools in the adjoining sub-districts. The spirit and the common sense of the school law demand that all the inhabitants of the State be provided with *reasonable facilities* for sending their children to school.

Upon all the wealth and property of the State, the law allows and requires a tax to be assessed for the purpose of affording the advantages of a *free* education to all the youth of the State; and hence it is the *duty* of boards of education to so arrange the school districts and locate the school houses therein, as to afford to said youth all reasonable facilities for attending school.

H. H. BARNEY,
Commissioner of Common Schools.

EDITORIAL.

AN AFFECTIONATE MANNER IN TEACHERS.

Of all the forces in the universe, whether physical or moral, *Love* is the most potential. Nothing else will prompt to so great effort, so great self-denial. No other power goes forth to its struggles with opposing forces, so reliant on its own strength to endure and achieve,—so certain that success will crown its efforts. The world, on all the pages of its history,—the church of God, in all its annals,—and the memories of every benevolent soul, all testify that *Love* is the mightiest of all the powers ever known in human conflicts and conquests. And this spirit of benevolence, of good-will, this controlling regard for the happiness of others, is the law of Heaven. The atmosphere of that blissful and blessed world is *love*. “God is Love;” and love prompts to all his grand and gracious providences.

As an educational power, this kind, affectionate, or benevolent spirit, is far more important than any other. What are talent, learning and industry in a Teacher, if associated with cold-hearted selfishness? What though a Teacher speak with the tongue of men and of angels,—what though he understand all mysteries and all knowledge, and have not charity? Send him to a slave plantation; he may be qualified for a “driver,” but never let him take charge of a school-room. The first and greatest of all requisites for success in teaching, he wants. He does not *love to do good*; he cares little for the happiness of his pupils; he has little sympathy with their joys and their sorrows; they are not in his heart, and he will not be in theirs. Children will be little benefited by a Teacher whom they do not love; and they will not love one who does not love them. We speak with special reference to the younger class of school-children, and to the Teachers of such our remarks in this article will be chiefly applicable. “The disciple whom Jesus loved,” loved Jesus. “Now, Jesus loved Martha,” and, as a natural result, she loved “the Master.” “We love Him, *because He first loved us.*” Affection is ever refluxent. And no where is this truth more manifest than in the school-room. If, from the heart of the Teacher, there flows forth a current of benevolence towards the pupils.

scores of loving little hearts will send back rills of love, and affection will repay affection.

There are Teachers who possess very many excellences of character, who are talented, educated, accomplished and conscientious, and yet who fail of success in teaching. They are not misanthropic; they are not destitute of benevolence. But they do not appreciate the duty and importance of an affectionate *manner* before their pupils. They may possess much kindness of heart, but they do not *exercise* their kindly feelings. Their pupils see little evidence of a regard for their happiness; and their cold and indifferent *manner*, might, so far as practical purposes are concerned, just as well arise from *real* as *apparent* coldness and indifference. Teachers should, in all their ways, *show* a deep regard for the happiness of the children committed to their charge. For this there are far more reasons than can be adduced in this article, but to a few of which we would call most earnest attention. And as we would still be counted among the Teachers of the State, and for the sake of convenience of expression, we shall use the *first person*, instead of the *third*, when speaking of Teachers.

Parents commit to our care children whom they love with an intensity and tenderness which none but parents can exercise. Their lives are bound up in the lives of their children. And when from their arms, their homes, and their oversight, they send forth their little ones, and to us commit them—into our hands place their jewels for polishing—we take the place of those parents for the time; we are employed and paid by those parents for the performance of sacred duties to their children.

Many a mother in the morning prepares her dear ones to leave for school. Eight long hours will they be absent from her. She follows them to the door, tells them to be obedient to their Teachers, and, with a mother's holy kiss, bids them good-by. Her affections and her prayers follow them through the day. Is it not due to that mother that we sympathize with her feelings, and exercise an affectionate regard for those children, to her so precious?

Our pupils are the subjects of numerous cares and griefs—distresses of body and mind—which our affectionate attentions, our sympathies and our efforts, should seek to lighten and relieve. None but a truly loving heart can enter into the feelings of grief which children experience; can in their afflictions be afflicted. A selfish and unfeeling Teacher will view the sorrows of children as unworthy of his commiseration. He sees a child of six or eight years of age, weeping as though

its heart would break. He asks the cause. The answer, sobbed forth, is that some toy has been lost or destroyed; or that some other like mishap has befallen the little weeper. The Teacher looks at the matter as so trifling a misfortune usually appears to an adult person; and if he does not sternly cry out, "shut up, and stop your noise! Do not be such a little fool as to cry for nothing!" he turns coldly away, with no word or look of kindness. Such a Teacher would be in business far more suited to his nature, if associated with the "Border Ruffians" on the Missouri, or the Center Ruffians on the Potomac.

We must remember that troubles and afflictions are great or small just in proportion to the power of their subjects to endure them. A person of strong and mature intellect, of large experience in the vicissitudes and adverse events of life, can with composure meet and bear disappointments and afflictions such as would crush and overwhelm one of weaker mind, of more limited experience. To the frail judgment, and to the inexperience of little children, troubles, such as we should scarcely notice, become formidable and overpowering. To us they are molehills, to them they are mountains. This consideration we should ever bear in mind. And when our pupils come to us with the recital of their wants and griefs, let us put ourselves in their position, and appreciate their state of mind; and while we tell them that their sorrows should be bravely borne, let us be careful that we *show* that in their sorrows we sorrow. A word of sympathy, a look of kindness, any act of affection, will dry the tears of the grieving child, and make whole again that tender heart which some childish disaster had broken.

But we must not suppose that all the pains and sorrows of our little pupils are unreal and imaginary. From the aching head and the aching heart, childhood is not exempt. Most painful physical suffering is often their experience. As one day we made our accustomed semi-weekly call at one of the schools in T., we noticed an unusual expression in the countenance of sweet little Willie. We spoke with him, found that he was ill, and went with him to his home. Such was his attachment to his Teacher and schoolmates, that the next morning, though very ill, he was permitted to return to school; but in a few hours he was obliged to be carried home. We called to see him, and it was but too apparent that the dear boy was soon to die. He wished to see his Teacher and the scholars of his school; but the necessity for quiet forbade their visit. After a few hours of acutest pain, of spasms terrible to witness, precious little Willie died.

Such events often occur in Schools. What Teacher has never wept

at the grave of a pupil? By the memory of the departed dear ones, by the fact that all our pupils are thus exposed to disease and death, let us ever treat them with all that kind regard which their condition demands.

We have spoken of the love which parents feel for their children. But *all* parents are not thus loving. Some of our most affectionate and beloved pupils are the children of intemperate and cruel fathers,—of unfeeling and negligent mothers. For them there is no “sweet home,”—no smiles of love, no kisses of affection. Poor children! more to be pitied than orphans? Let them in their Teacher find a loving heart,—in their school a home.

But how many of our children have by death been deprived of a Mother’s care, a Father’s protection. Motherless, or fatherless, or orphans, how their young hearts bleed at the remembrance of loving parents whom never more shall they see on earth. Who now should love them, who now should show them kindness, more than their Teachers? Excuse us, reader, for a departure from custom, in alluding to the death, this week, of a mother* of four of the young children in the schools of one of the cities of Ohio. O Hunt and Dudley, Lillie and Emma, how will your young spirits mourn your great loss, the death of so kind and dear a Mother!

But there are in our schools thousands of little children whom no Father’s voice blesses,—no Mother’s smile rejoices. Teachers, let not this truth be forgotten,—the sorrows of our pupils are not all unreal, imaginary. And if now they are exempt from the weight of care, the oppressions of sorrow, such as older persons experience, these cares and sorrows will yet come upon them. Seldom do we experience such feelings of kindness towards happy children, as when we reflect on the woes which are in store for their experience. What bitterness of spirit, what deep anguish of soul, will they feel ere they go down to the grave!

Again, kindness on the part of Teachers will render them the objects of their pupils’ affection. What has already been said in respect to the reciprocal nature and effects of kindness is sufficient to demonstrate the truth that if we would be loved by our pupils, we must first love them. And if we have their hearts, it will be no difficult matter to secure their obedience. Cross and ill-natured Teachers usually have disobedient and troublesome pupils.

Finally, if we are kind to our pupils, they will catch our spirit, and

* Mrs. Rev. H. B. WALBRIDGE, sister to the Governor of Ohio, died at Toledo, on Sabbath, June 8th.

be kind to each other. Than this nothing is more important. It is the cold selfishness of the world, which, more than any thing else, plants life's pathway with thorns, and sows, broadcast, the seeds of human wretchedness. If all were kind, if all measured their conduct by the golden rule, if all loved all as themselves, how soon would human life put on a brighter, a happier aspect. Over earth joy and gladness would take the place of sorrow and sighing, and all tears would be wiped away. Heaven and earth would come together, and men and angels would shout for joy.

To prevent misapprehension, we remark that by the term *kindness*, we do not intend *indulgence*. The infinite love of God does not prevent Him from inflicting chastisements, and it is very far from true that a failure to correct a bad pupil, is evidence of affection, or benevolence, on the part of the Teacher.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER IV.

DEAR CHILDREN :

It yet lacks ten days of *July*, but as I wish to have this number printed in season to reach all subscribers by the 25th of *June*, I must write this letter to day.

I have been in a good many towns since I wrote my last letter to you, and have been very glad to hear that you like to read my letters. But I have not received one letter from you yet. Now, Children, is not that too bad? I feel rather sad about it, and am afraid that you do not care much about me, any way. And another thing,—you have not sent me any *subscribers*. Unless a good many more people subscribe for the *Journal*, it will have to stop, and then you can have no more letters.

But I will not blame my good Children,—I think that they will do better one of these days. So I will write you another letter, which I hope you will read with some interest. I meant to write this letter about the *Blind Children* who are attending an Institution in Columbus to learn to read, and who study all the branches that other children do. But before I could write such a letter, I should have to

spend several hours in their school to find out what to write. I have not time for that this week, for I have a world of work to do. So I will let that *blind subject* go till the next time, and to day I will write about a journey I have just taken to Pickaway county, and about a very famous Indian, named Logan, who once lived there.

Children, did you ever ride in a stage? Before railroads came into fashion, almost everybody traveled in stages. But till three days ago, I had not been in one for eight years. Well, the stage came round to my boarding-house at five o'clock in the morning, and off we started for Circleville. There were eleven ladies and children in the stage, and eleven men on it. I chose to ride outside with the driver, for I could see the world to better advantage. Twenty-two persons made a pretty big load; but the four horses trotted off with us so fast that at nine o'clock we were in Circleville, twenty-five miles from Columbus. The road is excellent, the country is very beautiful, the morning was cool and pleasant, and I enjoyed the ride exceedingly. I saw some of the finest farms that Ohio affords. We passed through beautiful groves. Flowers and clover perfumed the air, and about a million of happy birds filled it with their sweet singing. I will tell you what it is, my good Children, when you wish to take the pleasantest journey in the world, just come to Columbus, get away up on top of a stage-coach, and take a ride to Circleville.

When in Circleville I visited the Public Schools of that quiet and pleasant city. I have been in a great many excellent schools in Ohio, but no where have I seen better than those in C. I do wish you could have seen the little boys and girls in the rooms of Misses Birdsall and Wilson, as they went through their calisthenic exercises. But I have not time to tell you all that I would like to about those schools. When you go there, call at the office of the Superintendent, Mr. Lynch, and he will very kindly show you through the several rooms.

About five miles below Circleville, on the west side of the Scioto, is the place where once stood Logan's Cabin. Logan was a famous chief of the Shawnee Indians, whose villages, eighty years ago, were scattered over the Pickaway Plains. Many of these Indians had murdered the white people who had settled along the banks of the Ohio river. Lord Dunmore, who was then Governor of Virginia, raised an army and marched to make war upon the Indians. One thousand Indian warriors met this army at the mouth of the Great Kanawha, in Virginia. A terrible battle was fought, and a great many were killed on both sides. But the Indians were beaten, and retreated to their villages.

on the Scioto. Lord Dunmore followed them to their homes, and would have destroyed them all, but the Indians having become greatly alarmed, sent him a flag of truce, and requested that a treaty of peace might be made between them. Logan would not go to the camp of Lord Dunmore, but requested his lordship to meet him near his cabin. When they met, Logan made a most eloquent and pathetic speech. He said that he had always been a friend to the white men ; that when other chiefs made war against the whites, he had refused to join them. But finally a cruel white man had murdered the wife and all the children of Logan ; that not one of all his relatives was left alive ; and for that reason he had made war upon the whites.

But his speech is so eloquent, sad and touching that I must repeat it. Said he, "I appeal to any white man to say, if ever he entered Logan's cabin hungry, and I gave him no meat ; if ever he came cold or naked, and I gave him not clothing.

"During the course of the last long and bloody war, Logan remained in his tent, an advocate for peace. Nay, such was my love for the whites, that those of my own country pointed at me as they passed by and said, 'Logan is the friend of white men.' I had even thought to live with you, but for the injuries of one man. Colonel Cresap, the last spring, in cold blood, and unprovoked, cut off all the relatives of Logan ; not sparing even my women and children. There runs not a drop of my blood in any human creature. This called on me for revenge. I have sought it. I have killed many. I have fully glutted my vengeance. For my country, I rejoice at the beams of peace. Yet, do not harbor the thought that mine is the joy of fear. Logan never felt fear. He will not turn on his heel to save his life. Who is there to mourn for Logan ? Not one."

When I stood on the spot where this speech was uttered, I mourned and almost wept for Logan. Children do you not feel sorry for him when you think that all his loved ones had been cruelly murdered ? Logan himself at last was murdered near Detroit, in Michigan.

Good-by, for a month.

EDITOR.

 A little boy died in Bangor, on Tuesday, from the effects of using an old tobacco pipe to blow soap bubbles with. His little sister, who used it with him is lying dangerously ill. It is supposed they were poisoned with the essential oil of tobacco, imbibed from the pipe which they were using.

VIEWS AND REVIEWS.

N. B. *We shall notice such books only as may be presented for examination and review, except in instances when we believe that the interests of our readers would be promoted by a deviation from this rule. We can not promise an immediate attention to all books which we may receive, and must be governed by the condition of our columns, and by our ability to command time.*

APPLETON'S CYCLOPÆDIA OF BIOGRAPHY: Embracing a Series of Original Memoirs of the Most Distinguished Persons of all Times. American Edition, edited by FRANCIS L. HAWKS, D.D., LL.D. D. Appleton & Co., N. York: Cincinnati, H. W. Derby & Co.: Columbus, sold by S. H. Burr & Co.—pp. 1058, large 8vo.

This is a reprint of an English book, got out during the past year under very favorable auspices, with American additions. The original work was undertaken on an enlarged plan, not attempted before it is claimed on any publication of the kind; each department, politics, law, history, military science, ecclesiastical affairs, and so through the range of human occupation, being committed to the special supervision of some eminent writer learned in the branch to which the subject of history himself belonged. In the preparation of the original work, the names of Sir David Brewster, in mathematical and physical sciences; of Professor Fergusson, in classical authors; Sir Arch. Alison and others equally eminent in history, politics, etc., appear, promising a degree of excellence calculated to secure confidence. It is profusely illustrated with miniature views and portraits, affording assistance to the curious reader on many points.

THE YOUTH OF THE OLD DOMINION. By SAMUEL HOPKINS. Boston: John P. Jewett & Co. Cleveland: Jewett, Proctor and Worthington. 1856. 12mo.: pp. 473.

Capt. John Smith, the first and greatest of all the millions of John Smiths "that we read of," is here done up, not in dull historic style, but in animated, dramatic fashion, admirably adapted to arrest and keep up attention. We here see Old Virginia as it was in its youth. Its early heroes, English and Indian—men and maidens, pass before us with scenic impressiveness. It is a good book. Buy it. Read it.

ELEMENTS OF THE GERMAN LANGUAGE. A practical manual for acquiring the art of Reading, Speaking and Composing German. By THEODORE SODEN, Prof. of German Language and Literature, at the Woodward and Hughes' High Schools, Cincinnati. Cincinnati: Applegate & Co., Publishers. 1856.

Our knowledge of German is exceedingly *nix*—we are sorry for it. It would not be in good taste for us to speak in decided terms in regard to the merits of this work. But from Professor Soden's high reputation as a scholar and Teach-

or, and from the commendation which his work has received from gentlemen competent to judge, we doubt not that it possesses high claims to the attention of all who are interested on the subject.

ELEMENTARY MORAL LESSONS FOR SCHOOLS AND FAMILIES, by M. F. COWDERY, Superintendent of Public Schools, Sandusky Ohio. Philadelphia: H. Cowperthwait & Co., 1856.

In a former number of the *Journal* this excellent work was noticed. Since then a new edition, enlarged, improved, and illustrated by several very pretty cuts, has been issued by the well known house of Cowperthwait & Co. Our limits do not allow us to say all we would on this subject, but we do, with all our heart and soul, recommend these *Lessons* to all parents and Teachers. We know of no other book on the subject which is half so well adapted to purposes of moral instruction as is this work of Mr. Cowdery.

OUTLINES OF PHYSICAL GEOGRAPHY, by GEO. W. FITCH, illustrated by six maps and numerous engravings. Fifth large edition. New York: J. H. Colton & Co., 172 Williams St., 1856.

A former edition of this popular work was noticed in the *Journal* one year ago. We have examined it, so far as our time would permit, and, in our judgment, it is worthy of a place in all libraries, and in every High School. It treats on a subject which is worthy of the study of all, and its arrangement is peculiarly well adapted to use in institutions of learning.

COLTON AND FITCH'S INTRODUCTORY SCHOOL GEOGRAPHY, illustrated by twenty maps and numerous engravings.

COLTON AND FITCH'S MODERN SCHOOL GEOGRAPHY, illustrated by forty maps and numerous engravings. By GEO. W. FITCH. Maps on a new and uniform system of scales, constructed expressly for this work, by GEORGE WOODWORTH COLTON. New York: J. H. Colton & Co., No. 172 Williams St., 1856.

We yesterday, for the first time since occupying the tripod, saw the above works. Why they have been so long withheld from our notice we know not. But better late than never—we have them now. Our opportunity for examining them has been limited, but from what attention we have bestowed upon them, we judge that they possess very decided points of excellence. The maps are of a superior order, and the engravings are distinct, bold and beautiful. We commend them to the careful examination of Boards of Education, Teachers, and others.

TYPE OF THE TIMES, a *Journal of the Writing and Speaking Reform*.

The number for June 1st is received. It is in large octavo form, 16 pages, and published semi-monthly, by Longley Brothers, Cincinnati. \$1 per year.

That this attempt to reform the orthography of our language will ever result in success is not, in our estimation, quite certain. But the necessity for reform is so pressing, that every scholar and friend of learning should give good heed to all efforts made in this direction. We cordially commend the "Type" to the patronage of our readers.

CIRCULATION OF THE JOURNAL.

EXPLANATIONS.—I shows the number of subscribers which each county should afford, in order to render the *Journal* self-supporting; II the present number; III the surplus subscribers; IV the number yet required.

COUNTIES.	I.	II.	III.	IV.	COUNTIES.	I.	II.	III.	IV.
Adams.....	30	15	....	15	Logan.....	32	15	....	17
Allen.....	27	4	....	23	Lorain.....	42	8	....	34
Ashland.....	36	13	....	23	Lucas.....	27	122	95	....
Ashtabula.....	46	25	....	21	Madison.....	16	24	8	....
Athens.....	33	117	84	..	Mahoning.....	35	2	....	33
Auglaize.....	23	0	....	23	Marion.....	22	1	....	21
Belmont.....	54	10	....	44	Medina.....	35	15	....	20
Brown.....	43	45	2	..	Meigs.....	34	36	2	....
Butler.....	46	27	....	19	Mercer.....	18	1	....	17
Carroll.....	26	2	....	24	Miami.....	42	9	....	33
Champaign.....	31	19	....	12	Monroe.....	41	16	....	25
Clark.....	35	6	....	29	Montgomery.....	62	16	....	46
Clermont.....	48	117	69	..	Morgan.....	35	8	....	27
Clinton.....	28	25	....	3	Morrow.....	31	14	....	17
Columbiana.....	48	18	....	30	Muskingum.....	66	50	....	16
Coshocton.....	39	27	....	12	Noble.....	33	4	....	29
Crawford.....	32	7	....	25	Ottawa.....	8	....	....	8
Cuyahoga.....	97	42	....	55	Paulding.....	6	....	....	6
Darke.....	38	7	....	31	Perry.....	32	1	....	31
Defiance.....	16	9	....	7	Pickaway.....	32	35	3	....
Delaware.....	36	8	....	28	Pike.....	17	3	....	14
Erie.....	30	28	....	2	Portage.....	35	29	....	6
Fairfield.....	45	11	....	34	Preble.....	32	51	19	....
Fayette.....	21	15	....	6	Putnam.....	17	....	....	17
Franklin.....	58	40	....	18	Richland.....	46	27	....	19
Fulton.....	19	4	....	15	Ross.....	46	5	....	41
Gallia.....	29	1	....	28	Sandusky.....	29	21	....	8
Geauga.....	23	3	....	20	Scioto.....	32	18	....	14
Greene.....	35	25	....	10	Seneca.....	45	96	51	....
Guernsey.....	41	18	....	23	Shelby.....	24	2	....	22
Hamilton.....	231	141	....	90	Stark.....	64	55	....	9
Hancock.....	33	16	....	17	Summit.....	40	6	....	34
Hardin.....	17	0	....	17	Trumbull.....	46	7	....	39
Harrison.....	29	19	....	10	Tuscarawas.....	50	48	....	2
Henry.....	10	0	....	10	Union.....	23	....	....	23
Highland.....	40	41	1	..	Vanwert.....	13	11	....	2
Hocking.....	27	1	....	26	Vinton.....	20	2	....	18
Holmes.....	32	2	....	30	Warren.....	38	105	67	....
Huron.....	39	79	40	..	Washington.....	49	11	....	38
Jackson.....	26	13	....	13	Wayne.....	49	26	....	23
Jefferson.....	41	46	5	..	Williams.....	22	22	....	....
Knox.....	43	14	....	29	Wood.....	22	39	17	....
Lake.....	21	37	16	..	Wyandot.....	21	4	....	17
Lawrence.....	30	25	....	5					
Licking.....	56	35	....	21					
					Totals.....	3319	2122	479	1575

By deducting the surplus (479) from the deficiency, (1,575) it will be seen that 1096 more subscribers are needed to put the *Journal* upon a living basis. Can not this number be made up at once? It will be a shame to all concerned if the *Journal* shall stop from want of support. But we are decided in that opinion, that it must stop unless it is more liberally patronized. There are thirty counties which together afford but seventy subscribers. There are thirty-four counties which, all together, have not as many subscribers as Little Lucas, alone, sends us—

It will be seen that Clermont has overtaken and passed Warren, and now stands *third* on the roll of honor, Lucas and Athens, only, leading in the race.

THINGS PERSONAL.

D. LORD, Superintendent of the Public Schools in Columbus, has been elected Superintendent of the "Ohio Institution for the Education of the Deaf and Dumb" and he will enter on the duties of this office on the first of July.

JAM T. COGGESHALL Esq., late Editor of the *Genius of the West*, has accepted the office of State Librarian, in place of J. W. Taylor Esq., whose term of office has expired.

I. W. PERSING has been chosen Superintendent of the Schools in Milan, Hamilton County.

S. ROYCE, at the close of a course of instruction in Phonetics, in the City Normal School, received the present of a beautiful purse, containing one hundred dollars in gold. We wish we had room for the admirable address which accompanied the presentation.

B. PIERCE has resigned the Superintendency of the Schools in Martinsburg, Belmont County.

VILLIAM H. WELLS, for seven years the Principal of the Normal School in Springfield, Mass., has accepted the appointment of Superintendent of the Public Schools in Chicago. We rejoice that this distinguished Teacher has cast his lot among the men of the West. He is one of the *living Wells*, that never run dry. At this fountain may the young Suckers slake their thirst for knowledge.

NEWS AND NOTICES.

Following nominations have been made for State School Commissioner. (See page 222.)

Franklin County—H. H. Barney, of Hamilton county.

Madison County—J. H. Kelly, of Perry county.

Wayne County—Anson Smyth, of Franklin county.

The new Normal Seminary, after the model of the Mount Holyoke Seminary, is to be located at Painsville, Lake Co., O.

A new institution of the same character went into operation at Oxford, Butler Co., one year ago. It now numbers 152 pupils, and has for its Principal Miss Mary E. Peabody, formerly a Teacher in the Mount Holyoke School. Its first anniversary will occur on Thursday, July 17th.

We have received the *Seventh Annual Report of the Massillon Union School*, of Massillon, O. W. Harvey is Superintendent. This School seems still to flourish as of old. That Prince of School masters—Lorin Andrews, was at its head. We regret we have not room for extracts. In a future number we will present the school with its "Course of Study."

We have received several books from the house of A. S. Barnes & Co.; also

Catalogues of Colleges, Schools, and Institutions, which shall be noticed in our next.

The Toledo Public School Cadets, consisting of about sixty boys from eight to twelve years of age, gave a military exhibition on June 7th, at the High School Hall. Although an admission of twenty-five cents was charged, 1300 persons attended, and were greatly pleased with the performance.

A member of the Oberlin Theological Seminary desires a situation as Teacher, to commence about the first of September, and continue for six or eight months. He can give instruction in the Natural Sciences, or in the Languages, as the case may require.

Address, Box 71,
Oberlin, Ohio.

P. S. The best of references can be given.

STATE TEACHERS' ASSOCIATION.

The next Semi-Annual meeting will be held in Mansfield, Richland county, on Wednesday and Thursday, the 2d and 3d days of July, 1856.

The session will commence in the morning of the 2d, at 10 o'clock. Rev. ANSON SMYTH, President of the Association, will deliver the opening address. At 2 o'clock, P. M., the Rev. J. B. BITTINGER, of Cleveland, will read a paper, "The Will as an Educational Power." The evening address will be by the Rev. H. L. HITCHCOCK, D.D., President of Western Reserve College.

On the afternoon of Thursday, an address on the subject of Phonetics will be delivered by Rev. THOMAS HILL, of Waltham, Mass.

Reports from committees, and other business of importance, will come before the Association.

As Mansfield is easy of access from almost all parts of the State, and there are assurances of ample and pleasant accommodation, it is hoped that there will be a very large attendance of teachers and others.

JOHN HANCOCK,
Chairman Ex. Com. of O. S. T. A.

CINCINNATI, May 20, 1856.

SPECIAL NOTICE.—All the officers of the Ohio State Teachers' Association are respectfully invited to meet at the Wiler House, Mansfield, on Tuesday, July 1st, at 7 o'clock P. M. There is business of very great importance which demands consideration before the general meeting on Wednesday. The names of the officers are found in the January number of the *Journal*. Other active friends of the cause are invited to be present.

ACKNOWLEDGMENT.—I have received the following sums on the 1½ per cent fund, and credited the Association with the same: John Hancock (see May Jour.) \$64; Mrs. L. M. C. Rolfe, \$12; A. Freese, \$10; W. H. Young, \$5.25; A. Smyth, \$15; total, \$106.25.

A. SMYTH.

THE
Ohio Journal of Education.

COLUMBUS, AUGUST, 1856.

CIRCULAR TO COUNTY AUDITORS AND BOARDS OF EDUCATION
OF TOWNSHIPS, CITIES AND INCORPORATED VILLAGES.

OFFICE OF STATE COMMISSIONER OF COMMON SCHOOLS,
Columbus, Ohio, May 20, 1856.

GENTLEMEN: Your attention is respectfully called to the Proviso to Section 6 of "An Act providing for recording, printing and distributing the Journals of the General Assembly, and the Laws and Public Documents," passed April 8th, 1856, viz:

"*Provided*, That the school year shall begin on the first day of September annually, and close on the last day of the following August; and all school officers and township officers acting as such, who are, or may be required to make annual reports to the county auditor, shall make out the same and transmit them to the county auditor, on or before the first day of October, following the close of the school year."

Your attention is also invited to another provision in the same Act, which requires county auditors to make out, and transmit to the State Commissioner of Common Schools, their annual school reports, on or before the fifth day of November of each year.

It is also deemed important to call the attention of Local Directors, Township Clerks, and Boards of Education, to certain duties imposed upon them by the School Law, and to the inconveniences, losses and penalties which must inevitably accrue, if these duties are neglected or unreasonably postponed.

1. By section 8, it is made "the duty of the directors in each sub-district to take, or cause to be taken, annually, BETWEEN THE FIRST AND THIRD MONDAY OF OCTOBER, an enumeration of all the unmarried white and colored youth, noting them separately, between the ages

of five and twenty-one years, resident within such sub-district and not temporarily there, designating between male and female, and return a certified copy thereof to the Township Clerk."

2. If the directors fail to make and return the enumeration, the Township Clerk must employ a competent person to do it, and collect the expense from the directors individually.

3. The Township Clerk is required to make an abstract of the enumeration so returned to him, designating the number of youth in each sub-district, and transmit such abstract duly certified to the county Auditor, WITHIN TWENTY DAYS after the return made to him by the Directors or the person appointed to take such enumeration.

4. By section 19, (as amended by the Act passed April 8, 1856,) it is made the duty of the Board of Education "to prepare, or cause to be prepared, and forwarded to the county Auditor, a statement exhibiting the number of children in the township between the ages of five and twenty-one years, distinguishing between male and female: the number of schools, specifying the different grades; the number of teachers, male and female; the number of children, male and female, who have attended school during the past year; the average attendance, the length of the terms of schools, compensation of teachers, male and female; the number and condition of the school houses and furniture, and the estimated value thereof; the number and condition of the books in the school libraries, the number of libraries, the kind of school books used in the schools, the number and value of school apparatus, and a full account of the expenditures for school purposes, together with such other statistics and information in relation to schools as the State Commissioner of schools may require."

5. By section 40, (as amended by the Act already referred to,) it is made the duty of county auditors to make out and forward to the School Commissioner annually, on or before the fifth day of November of each year, abstracts of all the returns of school statistics made to them by the several boards of education in their respective counties. For neglecting to report as above required, the same section subjects county auditors to a penalty of fifty dollars, besides making them responsible for any loss thereby sustained by any township, city, or incorporated village. A similar liability for damages will be incurred by the clerk of a township, city, or incorporated village, who shall fail to make and return the abstracts of the enumeration and other school statistics, required by the School Law.

6. Section 37 requires the Auditor of State annually to apportion

the common schools funds among the different counties, upon the enumeration and returns made to him by the State Commissioner of Common Schools. The same section requires county auditors, immediately after their annual settlement with county treasurers, annually to apportion the school funds for their respective counties, according to the enumeration and returns in their respective offices; and declares that "*no township, or other district, city or village, which shall have failed to make and return such enumeration, shall be entitled to receive any portion of the common school fund.*"

Still more explicit and imperative is the last clause of section 67, to wit: "It shall not be lawful for any County Treasurer to pay over any portion of the school fund to any local treasurer, board of education, or other school officers of any city, township, or village, organized as to schools either under a general or special law, except on the order of the auditor of the proper county; and no such order shall be drawn by the county auditor, unless the local treasurer, clerk, recorder, or secretary of such board, or other school officer, shall first deposit with said auditor, annually, an abstract of the enumeration of scholars, and other statistics relative to the schools under their charge, as required by this act of Teachers, Local Directors, and Boards of Education in Townships."

As the reports required of the several grades of school officers follow each other in a sort of ascending series, with nearly the same length of time allotted to each grade for making and reporting their respective abstracts, it is highly important that these reports be promptly made within the time prescribed. This is indispensable not only to avoid losses to school districts, and penalties to school officers, but also to the harmonious and efficient working of the whole school system.

From the foregoing provisions of the School Law, it is quite obvious that their distributive shares of the common school fund may legally be withheld—indeed, the law imperatively requires such funds to be withheld from counties, townships, cities, incorporated villages, and other school districts, whose school officers neglect or fail to report those school statistics which the law requires, as a condition precedent to their legal claim to a proportionate share of the common school fund.

The School Law being recently enacted, and the meaning of some of its provisions not being easy of apprehension, a reasonable forbearance has very properly been extended to boards of education and other school officers, whenever their failure to comply with the requirements of the law could reasonably be excused. But such forbearance ought not to

be expected in cases where no effort is made to respond to such requirements.

Casualties — circumstances beyond the control of a school officer — such as the loss of a record, etc., may excuse him for not embracing in his report all the statistics which the law demands. But privileges ought not to be claimed under a law where no effort is made to comply with its provisions.

It is deemed important, in this connection, to call your attention to some of the items of school statistics, which the law requires to be reported.

I. "*Number of Schools.*"

Although the school of a sub-district may consist of two or more grades, in charge of different teachers, and the school year be divided into two or more terms, yet it should be reported as but *one* school.

II. "*Number of Youth Enrolled.*"

In reporting the number of youth enrolled, no pupil should be counted more than *once*, although he may have been enrolled, during the year, as many times as there are quarters or terms in the school year. The information sought, is the whole number of *different scholars* instructed in the school during the year.

To avoid the mistake of re-counting the same scholar, boards of education should furnish each school under their control with a suitable blank book, for the enrollment of its pupils, and for recording their several subjects of study; and when, on the opening of the second or third term of the school, scholars are enrolled a second or a third time, such second enrollment should be indicated by some suitable check mark, thus (+). By counting at the end of the year all the names not checked, the whole number of *different* pupils instructed in the school, during the year, would be ascertained.

III. "*Number of Scholars in Average Daily Attendance during the year.*"

This number is ascertained by adding together the number of scholars present on each day of the week or month, and dividing the sum by the number of days the school was in session during the week or month. In like manner the average for a term or year is to be found.

Clerks of boards of education should not draw orders on their respective treasurers, in favor of teachers, till such teachers shall have made out and deposited with said clerks the above, among other items of statistics.

IV. "*Average length of time the Schools have been kept in session during the year.*"

Add together the number of months and days during which each school in the township was kept in session, and divide the sum by the whole number of schools.

V. "*Average wages of Teachers per month during the school year.*"

Add together the monthly salary of each male teacher, employed in the schools of the township during the year, and divide the sum by the whole number of male teachers. In like manner, find the average monthly wages of the female teachers.

VI. "*Local Directors.*"

The clerk of each board of local directors should promptly furnish, in the early part of September next, the township clerk with all the statistics called for by section 19 of the school law. Many of these statistics must be obtained from the teacher, who should be required to furnish them, in tabular form, before receiving his certificate for the amount due him for his services.

VII. *Text Books.*

Under this head it is not necessary to include every text book that may chance to be in the hands of a scholar, but only those adopted by the board of education, and in general use in the school.

VIII. *Blank Reports.*

By calling upon their respective county auditors, boards of education can obtain printed *blanks* for making their annual reports. It is hoped that, with the aid of these forms and suggestions, no board of education will be dilatory in reporting to the county auditor, on or before the first day of October next, all the statistics which the school law calls for.

IX. *Special and separate School Districts.*

County auditors are particularly requested to indicate, by a suitable check mark prefixed, the cities, towns and incorporated villages which compose *special* or *separate* school districts.

In conclusion, it is again urged with earnest solicitude, that no school officer, or board of school officers, will subject themselves to penalties, or their counties, townships, cities or incorporated villages to a loss of any portion of the common school fund, through negligence or dilatoriness in making, at the proper time, the report which the law demands, as a condition precedent to their legal claim to a proportionable share of the common school fund. Very respectfully, your obd't serv't,

H. H. BARNEY.

SCIENTIFIC LECTURING.

It is characteristic of the universal Yankee nation to let their light shine — very few suffer it to remain under a bushel. The result is, a constant rising of new luminaries to irradiate the public mind, and dispel the shades of ignorance and error.

The determination to enlighten the community on subjects of philosophic science is especially noticeable. Notwithstanding the host of fixed stars, of varying magnitudes, which shed a constant light, there are also many philosophic meteors which flash out over the country, to excite wonder for a brief moment, and then go out in darkness, leaving no trace of useful results behind.

The passion for scientific lecturing was never so great as now. The eagerness to learn of new theories and new discoveries in science, and to witness practical illustrations of both new and old, has caused an army of lecturers, of every grade of qualification, to proffer their services for the glorious mission of dispensing science. Of this army some are champions, and many well worthy the mission they have undertaken; while a portion go forth like the ass in the fable, dressed up in the skin of science, without either the ability or the art to conceal their natures.

Mr. Flasher being of an ambitious turn, and having read a brief elementary work on Natural Philosophy, and another on Chemistry, and having listened to a few illustrated lectures from a dubbed Professor, determines to leave shoemaking and take up lecturing, as a shorter road to fame and wealth. He accordingly purchases a cheap chemical apparatus, a magic lantern, a few scripture paintings for Sunday school exhibitions, and a set of "kings and queens," together with the requisite supply of comic scenes, and starts out, confident of success, and rejoicing in the rapid stride he is about taking up the ladder of science. His *debüt* is made in the town hall of a country village. Spacious bills are posted about the streets, announcing the advent of "Professor Marcus Valorious Flasher," with "a superb apparatus," whereby he proposes to favor the citizens with "a wonderful exhibition of the Phantasmagoria, accompanied by a powerful Drummond light, and a variety of magnificent illustrations of chemical science, too numerous to mention; constituting, on the whole, a display of science unparalleled in attractiveness and brilliancy."

A medium-sized audience assemble at the time and place designated.

In a well-committed preface, Mr. F. descants, in words of learned length, on the wonders of science and its achievements, making a prodigious sweep over the whole field, from the days of Galileo to his own, when he at length descends to the particular subjects of the evening. Here comes the tug of war! Manual skill, as well as oratory, is required. In attempting to use his magic lantern, the gases for illumination refuse to yield the requisite light, and the luminous lime ball to stand at the "nice point;" while the lenses, wrongly inserted, all serve to give indistinctness and distortion to the views. In vain does Mr. Flasher expatiate on the splendor of the scenes so mistily displayed before his impatient audience.

After a tedious half hour the programme is changed, and the "Wonders of Chemistry" are introduced. A feeble exhibition of the Drummond light is made. A piece of damp phosphorus is ignited in a jar of oxygen gas, which ends in the fracture of the jar and the burning of Mr. F.'s fingers. Tapers, iron wires, sulphur, etc., are burned in the same gas, with tolerable success, and the exercises conclude with an attempt to suffocate a rat in carbonic acid, which results in the escape of his ratship and an unceremonious dispersion of the feminine portion of the audience.

Thus ends the pompously-heralded lecture by Professor Marcus Valerious Flasher. The intelligent portion of the assembly feel that they have been "sold," while the ignorant and inconsiderate declaim against all scientific lecturers as cheats and humbugs.

This description may seem over-wrought, but is still within the latitude of facts. Do, however, such insults to science — such abuses of public confidence — militate at all against the diffusion of science, through the medium of popular, illustrated lectures? Every profession has its quacks, but its *importance* is thereby rendered none the less. Illustrated lectures upon subjects of practical science, where the requisite learning and skill are employed, furnish a most amusing, agreeable and instructive recreation. To this all will attest, who listened, for instance, to the lectures delivered by Dr. Lardner, a few years since, in many of our American cities.

Every community must and will have its amusements; and how much better that they combine pleasure and useful instruction, than pleasure only. Let, then, 'worthy efforts for the diffusion of popular science be duly encouraged, and the fondness for idle shows and vulgar pantomime will gradually diminish; while valuable truths, sown instead, will spring up and bear the blessed fruits of usefulness and sobriety.

Boston, June 20, 1856.

A. W. SPRAGUE.

COULD N'T AFFORD IT.

"I had a dream the other night,
When every thing was still;
I thought I saw old Ignorance
A-riding of a quill."

I would not have placed the above unintelligible stanza at the head of my article, but I fear the absence of classical quotation may offend some of my learned readers. These expressive words are undoubtedly of the purest and highest order, and their claims to *classicality* placed beyond cavil, as their author's name is so far buried in musty antiquity as to be now irrecoverable. But "that is neither here nor there." I was about to speak of a fellow that, I hope, none of you are acquainted with — the man that takes no paper.

He will not be offended at what I say, for printing troubles him not. Happy fellow! The sneers of the inky pressman affect him not. The seething words of the editor stir up no commotion in his soul. The furious exclamation, and dashes, of the printer, disturb not the even calm which is habitual to him. Blissfully unconscious fellow! that know'st not of the evil deeds of thy fellow-mortals — the murders, robberies, licentiousness, cheating, and wars, which are ever in progress. Is not aware of the anguish, the pain, torture, sickness and misery, to which mortals are subject. Envidable man! Not troubled with the necessity of excessive and long-protracted mental labor; that other men are only to ruffle that repose of mind which none but "the man that takes no paper," fully enjoys and appreciates. The rise and fall of markets are of no more importance to him than the fate of nations, and both equally unworthy of his consideration. He can look back at his past life, and say with complacency and "the poet:"

"I ne'er did study in those muddy
Grammar books, and such, sir;
But then, think you, I never knew
That Holland took the Dutch, sir!

"Then I believe in steaks of beef;
I never was mistaken;
I never mistook, for slate or book,
My butter or my bacon.

"And then again, by might or main,
I each day take my dinner,
And never fail, how strong the gale,
To always come off winner."

Such is the happy man, and this short extract from "the poet" partly depicts to us the truly mundane joys which fall to his lot. How different from the insipid, dull, tiring, prosaic occupations of the man who must spend his money, time, and mental and physical abilities in *nose-ing* bedaubed paper.

But, as the prefatory quotation implies, I had a dream. Now, I've dreamed of ghosts and hobgoblins, of imps and Apollyons, of starved wretches, and, worst of all, of unpaid editors; but the fantasies of dream-life never depicted, *fully*, the unfortunate wight who didn't take a paper. What was he like? What his body was, I was not able to determine; lean and lank, perchance, or ought to be, and on his ignorant carcase the worn-out ghosts of rags and patches. Shoes and hats he has not (or ought n't to have), for they have been invented since the flood. His eyes are hollow and sunken, possibly gone to hunt the little soul that dwells within. His hands are worn bony, grasping for nothingness. Methought I saw him coming thus, and as he approached nearer, he swelled forth into a large, hale and hearty *human*, chinking—it might have been—a few thousand dollars. Then I took courage, and asked him to subscribe. "Stranger," he answered, "I hain't no larnin', and don't b'lieve in sich onery things; and can't 'ford 'em, neither." "But you have a wife and daughter who —;" but he broke in with, "Don't tell me that stuff; their place is in the kitchen." Then I saw my picture was true—the mirror of the inner man.

Widow Bedott—good old soul—tells us that the Deacon affirmed, that "we are all poor critters;" but my version now reads, in addition, "but some are poorer." I've heard of Job's poor gobbler, who leaned against the fence to take a breath; of the poor old maid, who sighed herself invisible; and of the poor farm that would bring nothing but taxes;—but when I go round to Poverty Corner again, I shall take with me the man that takes no paper.

I have heard of little things; of the Lilliputian gentry, who mistook a poor fellow's capillary for natural cables; of the fairy Queen Mab, whose weight would not press down an eyelash; of the minute animalcule, a thousand of whom could take a lively "hoe-down" on the point of a pin;—but I never had an adequate idea of infinitesimal littleness, till I saw the sham Teacher who could n't afford to take The Ohio Journal of Education.

T. WELLES STANLEY.

Iowa, May 27, 1856.

COURSE OF STUDY PURSUED IN THE MASSILLON PUBLIC SCHOOLS.

PRIMARY DEPARTMENT.

Alphabet.—Slate exercises in Printing and Writing.

Reading.—Howard's First Book in Reading and Drawing, Mandeville's Second Reader.

Spelling.—Be able to spell, on examination for transfer, at least seventy per cent. of the words selected from the foregoing exercises.

Geography.—Through the 53d or 52d lesson in Monteith's Youth's Geography.

Arithmetic.—Through Stoddard's Juvenile.

SECONDARY DEPARTMENT.

Reading.—Through Third Reader, Mandeville's Series; Fourth Reader commenced.

Spelling.—Words from reading lessons, and McElligot's Young Analyzer, one-third through.

Geography.—Finished, Monteith's Youth's Geography.

History.—Child's First Book in History (Parley); through United States.

Arithmetic.—Stoddard's Mental, to Chapter VIII; or Colburn, to Section IX.

Writing.—Spencerian System.

GRAMMAR SCHOOL.

Reading.—Through Fourth Reader; and Course of Reading, Mandeville's Series.

Spelling.—Young Analyzer, finished; McElligott's Manual, one-third through.

Geography.—Through Cornell's Intermediate.

Arithmetic.—Through Proportion; Davies' Elementary.

History.—Child's First and Second Books in History (Parley), finished.

Grammar.—On transfer to High School, be able to pass a fair examination in Greene's Elements of the English language.

Writing.—Spencerian System. Weekly exercises alternating.

Composition and Declamation.

HIGH SCHOOL—GRADUATING COURSE.

FIRST YEAR.

Spring Term.—Grammar, Greene; Arithmetic, Stoddard; Physical Geography, Lectures; Local Geography, Outline Maps; Spelling, McElligot's Manual; Reading, Course of Reading, Mandeville.

Fall Term.—Same, continued.

Winter Term.—Arithmetic (Stoddard), finished; Rhetoric (Boyd), commenced; Algebra (Ray's First Part), commenced.

SECOND YEAR.

Spring Term.—Rhetoric, finished; Algebra, continued; Natural Philosophy (Parker's), commenced.

Full Term.—Algebra (Ray's Second Part), commenced; Logic (Hedge), commenced; Natural Philosophy, continued; Physiology, Lectures.

Winter Term.—Same, continued.

THIRD YEAR.

Spring Term.—Algebra, continued; Chemistry (Youman's), commenced; Logic, finished; Geometry (Legendre), commenced.

Fall Term.—Algebra, finished; Chemistry, continued; Geometry, continued; Book Keeping, Winchester.

Winter Term.—Chemistry, finished; Geometry, finished; History (Weber), commenced; Book Keeping, finished.

FOURTH YEAR.

Spring Term.—Trigonometry, commenced; History, continued; Botany, commenced.

Fall Term.—Trigonometry, commenced; Surveying, Davies; Botany, finished; Geology (Lectures, and St. John), commenced; History, finished; Astronomy, Mattison.

Winter Term.—Analytical Geometry; Astronomy, finished; Geology, finished; Science of Government.

SUPPLEMENTARY OR FIFTH YEAR.

Spring Term.—Analytical Geometry, finished; Descriptive Geometry, commenced; Moral and Mental Science; Critical Reading in English Classics.

Fall Term.—Descriptive Geometry, finished; Moral Science, finished; Mental Science, finished; Critical Reading, continued.

Winter Term.—Calculus, Davies; Constitution of the United States, Story; Critical Reading.

It is required that there be weekly, or semi-monthly, exercises in Composition and Declamation, through each term of the preceding High School course.

Those wishing to prepare for College, may drop the mathematical studies after the first term of the second year, and replace them with Latin or Greek.

T. W. H.

THE KENYONS.

The officers and students of Kenyon College have lately and for the first time, had an opportunity to testify their gratitude to early English benefactors of the Institution by personal attentions to members of their families. It is well known that when the first Bishop of Ohio visited England to solicit assistance in promoting the cause of education in this then feeble Diocese, he no where met with a more sympathizing and munificent friend than in the late Lord Kenyon. The feeling which prompted the good Bishop afterwards to permanently connect the name of his noble and generous benefactor with the great work he had undertaken, was still strong in the breast of the friends of the Institution here when they saw among them, a few days ago, the grandson and

nephew of that nobleman. These two gentlemen had come in a quiet way to visit that which during the life of their honored relative had never ceased to be an object of lively interest. But the name they bore caused them to receive a more than ordinary welcome. It was felt that they were the guests of the Institution. And the evening before their departure the College was beautifully illuminated, several windows presenting well executed and tasteful transparencies befitting the occasion. There were seen in adjoining windows the flags of England and the Goddess of Liberty—the bust of Washington, and the arms of Kenyon, Gambier, and Rosse, and the Liberty-cap with its halo, and other emblems indicative of national peculiarities.

At nine o'clock the students waited on our distinguished guests, and receiving them, moved in procession, preceded by an amateur band, to the front of Kenyon College. Here President Andrews introduced the Messrs. Kenyon to the students and citizens. The remarks of the President were pertinent and stirring. He gave a brief resumé of the early history of the Institution, and concluded by presenting to those assembled the guests of the day. The welcoming address was then pronounced by Mr. George T. Chapman, a member of the Senior Class. He gave our visitors a cordial greeting, and assured them that there was but one sentiment warming the hearts of those who now dwell at, or who have enjoyed the privileges of "this monumental hill," and that that sentiment was grateful veneration for the name of Kenyon.

The Hon. Lloyd Kenyon then came forward, and in a few simple, but telling remarks, gave us to know of his appreciation of our hospitality and of the continued interest felt in the Institution here by that family from which it receives its name.

He was followed by Mr. Arthur Richard Kenyon, who very feelingly testified to the hospitable reception they met. He excused himself from making a set speech, by stating that the more an Englishman felt the less he said.

The events of the evening will long be remembered in the academic shades of Kenyon, and we trust, under God, that these gentlemen may, at some future time, revisit this, the godchild of their distinguished relative, and find it, not as now a rapidly-growing institution—but a great University well founded and well supported, and radiating its religious and literary light to the very bounds of the nation.—*West. Episcopalian.*

OHIO STATE TEACHERS' ASSOCIATION.

THE eighth semi-annual meeting of the Ohio State Teachers' Association, was held in the Congregational Church in Mansfield, on Wednesday and Thursday, July 2d and 3d, 1856.

WEDNESDAY: A. M.

The President, Rev. ANSON SMYTH, called the Association to order at 10 o'clock. Prayer was offered by Rev. J. B. Walker, D. D., of Mansfield.

On motion by Mr. Mitchell, of Norwalk, J. S. Morris, of Preble, Wm. Whitney, of Lancaster, and S. M. Barber, of Ashland, were appointed assistant Secretaries.

Mr. Hancock, chairman of the Executive committee, announced the following order of business:

A. M.

1. Enrollment of delegates.
2. President's Address.
8. Report of the Finance committee.

P. M.

4. Rev. J. B. Bittinger's Address—2 o'clock.
5. J. A. Ogden's report on the McNeely Ohio State Normal School.

EVENING.

The annual evening address by Rev. Dr. Hitchcock, of W. R. College.

Rev. Mr. Smyth tendered his resignation of the office of President of the Association.

On motion of F. W. Hurtt, of Springfield, the resignation was laid on the table.

The Association proceeded to the enrollment of delegates, which occupied some thirty minutes.

On motion of President Andrews, of Gambier, delegates and friends of education from other States, were invited to participate in the proceedings of the Association.

The President then took the stand, and delivered the Annual Address, dwelling at length upon the past history, the present condition, and future prospects of the Association.

The address was referred as follows:

On motion of Mr. Andrews, of Gambier, that part relating to the

financial condition of the Association, was referred to the Finance committee, with instructions to report as soon as possible.

On motion of the same gentleman, that part relating to the circulation of the Journal of Education, was referred to a select committee of three. The Chair appointed Wm. Mitchell, of Norwalk, John R. Kinney, of Defiance, W. T. Hawthorne, of Warren.

Mr. S. N. Sanford, of Licking, moved the reference of that portion embracing the subject of Presidents' Annual Addresses, to a select committee of three. The motion carried, and the Chair appointed S. N. Sanford, of Licking, H. H. Barney, of Hamilton, H. D. Lathrop, of Knox.

On motion of Mr. Lynch, of Pickaway, so much as relates to the library clause of the school law, was referred to a committee of three, with instructions to report at the next meeting. The Chair appointed John Lynch, of Pickaway, T. W. Harvey, of Stark, Wm. N. Edwards, of Miami.

Association adjourned till 2 o'clock, P. M.

WEDNESDAY: P. M.

The President called the Association to order at 2 o'clock. The Rev. J. B. Bittinger, of Cleveland, gave an address on "The will as an educational power."

At the conclusion of Mr. Bittinger's address, J. Ogden, of Hope-dale, read a report on the McNeely Ohio State Normal School, giving particulars of its past history and its present condition, and urging the necessity of having more funds applied to relieve the embarrassments under which the school was put into operation. The report was accepted.

After a recess of five minutes, the Association came to order, and the President announced to the delegates and friends present, an invitation from the citizens of Mansfield to participate in a social reunion, to be held in the basement of the church, on Thursday evening.

On motion of Mr. Hancock, the invitation was accepted, and the thanks of the Association returned.

The President called J. D. Caldwell, Esq., to the chair, who presided during the remainder of the afternoon session.

H. W. Hurtt, Chairman of a committee appointed at the last meeting to report on the workings of Normal Schools in this and other countries, reported progress, and asked for further time, with leave to report at the next meeting; all of which was granted.

Mr. Cornell wished to hear from the committee appointed at Cincinnati to report on the "Organization and management of Union Schools."

Mr. Lynch, Chairman of said committee, stated that he had thought best not to bring forward any report, as the labors of the committee had been anticipated by a prominent educator in the State, who is preparing a book on the same subject.

On the motion of Dr. Lord, the committee was continued, with instructions to report at the next meeting.

Pres. Lorin Andrews, Chairman of a committee appointed at the last meeting to report on the "Short time which children are continued in school," asked for further time, and leave to report at the next meeting; granted. Mr. Andrews hoped that the different Superintendents of Union Schools would publish, before the first of December next, more full and minute statistics, in order that the committee may be enabled to make a comprehensive and satisfactory report.

John Eaton jr., of Toledo, spoke of the importance of keeping the subject of moral instruction before the Association, and moved that a committee of three be appointed to report at the next meeting on "the best method of giving moral instruction in school." The motion carried, and the Chair appointed John Eaton jr., of Toledo, M. F. Cowdery, of Sandusky, John Hancock, of Cincinnati.

On motion of S. M. Barber, Rev. John Robinson was added to the above committee.

Mr. O. N. Hartshorn, of Harrison, moved that the trustees of the McNeely Normal School be authorized to employ an agent for the purpose of raising funds to aid that institution. He thought the honor of the Association pledged to its support.

Mr. Hancock moved to lay Mr. Hartshorn's motion on the table; carried.

On motion of Mr. Lynch, the Association adjourned till 8 o'clock in the evening.

WEDNESDAY EVENING.

The President called the Association to order at 8 o'clock.

The choir of the Church sung an original song of welcome, composed for the occasion.

The Association then listened to an address from the Rev. Dr. Hitchcock, President of W. R. College, on the "Objects of Intellectual Life." At the close, the thanks of the meeting were tendered to Rev. Dr. Hitchcock for his address.

Mr. Hancock announced the order of business for the following day. For the forenoon, reports of committees and miscellaneous business; For the afternoon, the address of Rev. Mr. Hill.

On motion of Mr. E. E. White, the thanks of the Association were tendered to the choir.

Association adjourned till Thursday morning, at 9 o'clock.

THURSDAY: A. M.

The President called the Association to order at 9 o'clock. Prayer was offered by Rev. Dr. Hall, of Granville.

Mr. A. J. Rickoff, of Cincinnati, moved the following:

WHEREAS, Messrs. Peters and Randall, of New York city, have engaged in an enterprise of great interest to this Association, and one which, from its nature, calls for a general national support—the publication of the "American Journal of Education and College Review"—

Resolved, That this Association collectively, and the members of the Association individually, heartily approve of the enterprise which Messrs. Peters and Randall, of New York, have shown in establishing and maintaining with so great ability, the "American Journal of Education and College Review."

Resolved, That we recommend it to the members of our profession, and that we will do what we can to give it a wide circulation in this State.

Mr. Rickoff said the times indicate the formation of a great national Association. He wished the O. S. T. A. to be foremost in all such movements, and to use such means as in his opinion would further such an end.

The resolutions were further discussed by Pres. L. Andrews, W. N. Edwards, E. E. White, Dr. Lambert, and S. M. Barber.

John D. Caldwell, of Cincinnati, offered the following substitute, which was adopted:

Resolved, That this Association cordially approve the "Journal of Education and College Review," published by Messrs. Peters & Randall, in New York city, and recommend it to the support of the teachers of the State of Ohio.

Mr. O. N. Hartshorn, of Harrison, offered the following, which was adopted:

Resolved, That this State Teachers' Association earnestly and cordially recommend the immediate organization of auxiliary county and township Teachers' Associations in every portion of Ohio.

S. N. Sanford, Chairman of the committee to whom was referred the subject of the "President's Annual Address," read a report, which was received. The committee, at the close of the report, recommended the adoption of the following resolution:

Resolved, That the third by-law be hereby so amended as to read as follows: "It shall be the duty of the President, after consultation with the Executive committee, to present to the Association at each meeting such topics for consideration as he or the said committee may deem important to have referred to committees, to be made the subject of special reports. It shall also be his duty to deliver an introductory address at the semi-annual meeting, and a valedictory address at the annual meeting."

The report was adopted.

The President called Mr. Edwin Regal to the chair, who presided the remainder of the forenoon session.

Mr. Mitchell, Chairman of the committee to whom was referred so much of the President's Address as relates to the "Journal of Education," read a report, which was received. The committee recommended the adoption of the following resolution :

Resolved, That the editor of the "Journal" be authorized, and hereby is authorized, to appoint in each county of the State a proper person to act as county agent for the "Journal," in procuring subscribers and renewing subscriptions; and that, until the circulation of the "Journal" in any county shall have reached the number apportioned to that county necessary to a self-supporting circulation, the agent may retain 16½ per cent. on all money collected by him for the "Journal;" and after the circulation shall have reached that number, he may retain 25 per cent. of all money collected for the "Journal."

On the motion to adopt, an animated discussion arose, in which Messrs. Smyth, Hopley, Desellem, Hartshorn, DeWolfe, Edwards, Eaton and White, took part.

E. E. White, of Cleveland, moved to amend by striking out that part of the resolution fixing the per cent. of the agent.

John D. Caldwell, of Cincinnati, offered the following as a substitute :

Resolved, That the delegates in attendance at this semi-annual meeting of the O. S. Teachers' Association, hereby pledge their renewed interest in the "Ohio Journal of Education," and agree to proceed immediately to add 16½ per cent. to the subscription list of the same.

A call for the previous question being sustained, the vote was taken on Mr. Caldwell's substitute; which was lost. The question on Mr. White's amendment was then put and carried, and the report, thus amended, was adopted.

S. M. Barber, of Ashland, offered the following :

Resolved, That the county agent be authorized to appoint such assistant agents in each township as he may deem best, to further the object in view; which assistant agents shall report to the county agent.

On motion of J. D. Caldwell, the resolution was laid upon the table.

President Lorin Andrews made a report in behalf of the trustees of the McNeely Normal School. He stated the wants of the school, and urged the Association to redeem the pledge given to Mr. McNeely to raise ten thousand dollars to put the school in a living condition. The report was received. The motion to adopt was discussed by Pres. I. W. Andrews, M. F. Cowdery, J. H. Rolfe, and John Hancock.

Pending this discussion, the following members rose and pledged the sums opposite their names, viz :

M. D. Parker, Cincinnati,	-	-	-	-	-	-	-	\$100 00
Calvin Tracy, Mt. Vernon,	-	-	-	-	-	-	-	100 00
John Hopley, Bucyrus,	-	-	-	-	-	-	-	100 00
C. S. Royce, Huron,	-	-	-	-	-	-	-	100 00
D. F. DeWolfe, Tiffin,	-	-	-	-	-	-	-	100 00

J. P. Hole, East Rochester, - - - - -	100 00
A. Page, Cincinnati, - - - - -	100 00
John B. Trevor, Cincinnati, - - - - -	100 00
Dr. T. S. Lambert, Peeksville, N. Y., - - - - -	100 00
S. N. Sanford, Granville, - - - - -	100 00
R. R. Sloan, Mt. Vernon, - - - - -	100 00
A. Schuyler, Republic, Seneca co., - - - - -	100 00
T. C. Bowles, Cincinnati, - - - - -	100 00
J. F. Stoddard, New York, - - - - -	100 00
W. T. Hawthorn, Warren, - - - - -	100 00
S. M. Barber, Ashland, - - - - -	100 00
"Alpha Nu" Society of the Union School of Ashland, (by Mr. Barber,) - - - - -	100 00
R. W. Stevenson, Muskingum, - - - - -	100 00
Rev. A. Duncan, Newark, - - - - -	100 00
Rev. A. Smyth, Columbus, - - - - -	100 00
B. O. M. DeBeck, Cincinnati, - - - - -	100 00
J. B. Selby, Morrow, - - - - -	50 00
O. N. Hartshorn, Mt. Union, - - - - -	50 00
J. B. Laird, New Philadelphia, - - - - -	50 00
L. A. Hine, Clermont, - - - - -	50 00
John D. Caldwell, Cincinnati, - - - - -	50 00
J. S. Morris, Preble, - - - - -	50 00
James Marvin, Warren, - - - - -	50 00
H. W. Persing, Milan, - - - - -	50 00
Longley Brothers, Cincinnati, - - - - -	50 00
A. G. Murphy, Millersburg, Ky., - - - - -	50 00
H. D. Lathrop, Gambier, - - - - -	50 00
Mr. Mitchell, for associate teachers of Norwalk, - - - - -	50 00
Teachers' Association of Tuscarawas, - - - - -	50 00
Miss Mary J. Clark, Bucyrus, - - - - -	50 00
Miss E. Hardenbrook, in behalf of the ladies of Berea, - - - - -	50 00
Miss Lettie Ryder, Cincinnati, - - - - -	25 00
Ira J. Fairbanks, Wooster, - - - - -	25 00
John Townshend, Zanesville, - - - - -	50 00

Mr. McMillen pledged \$10.00 per annum till further notice.

C. Kingsbury, of Ironton, pledged \$10.00 per annum till further notice, (paid.)

Mr. Andrews' report was then adopted.

Mr. Hopley, of Bucyrus, offered the following, which was adopted:

Resolved, That a copy of this subscription list be furnished to each subscriber, and he be constituted an agent to solicit subscriptions for the McNeely Normal School.

On motion of Lorin Andrews, the Association adjourned till 2 o'clock, P. M.

THURSDAY: P. M.

The President called the Association to order at 2 o'clock. The choir in attendance sung

"How beautiful, upon the mountains!"

The President introduced the Rev. Thomas Hill, of Waltham, Mass., who read an address, in which he discussed at length the comparative

merits of the different methods of learning to read, urging the claims of the Phonetic method to the consideration of the Association.

At the conclusion, the choir favored the meeting with another song.

M. F. Cowdery, Chairman of the Finance committee, made a report, and read the names of all teachers who had agreed to pay $1\frac{1}{2}$ per cent. of their salaries to the Association. On motion of Mr. Hancock, the report was received.

Pres. Lorin Andrews thought that teachers should not be backward in paying the $1\frac{1}{2}$ per cent. Mr. Marvin seconded Mr. Andrews' views. On motion of Mr. Hancock, the report was adopted.

Mr. Rolfe gave notice that at the next meeting he would bring forward an amendment to the constitution on the subject of the duty of members to pay to the Association $1\frac{1}{2}$ per cent. of their salaries.

Mr. Kingsley made a personal explanation why his name did not appear among those who pledged themselves to the support of the Normal School.

Mr. Robertson, from the Southwestern Normal School, made some remarks about its present condition and future prospects.

Rev. A. Duncan, of Newark, offered the following resolution :

Resolved, That an Ohio teacher who has the opportunity to become a subscriber to the "Ohio Journal of Education," and declines becoming one, shows, in that fact, the want of an important qualification for the duties of the profession.

Which was discussed by Messrs. DeWolfe, Eaton, Hancock and Barber.

On motion of Mr. DeWolfe, the resolution was laid upon the table.

Mr. Rolfe offered the following resolution, which was discussed by Mr. Mitchell, and adopted :

Resolved, That the Executive committee be, and hereby is, instructed to report to the Association at its next annual meeting, a definite plan for conducting the "Journal" during the next year.

Mr. Hopley gave notice that at the next meeting he would introduce an amendment to the constitution in those parts relating to the duties of the Executive committee, and in those parts relating to the fees for membership, and to make provision for the rate of annual subscription members should be called on to pay.

The thanks of the Association were tendered to Rev. Mr. Hill for his address.

On the motion of Pres. Lorin Andrews, Rev. J. B. Walker, of Mansfield, was invited to deliver the annual evening address at the next meeting ; and, on the motion of S. M. Barber, Rev. Wm. S. Kennedy, of Sandusky, was invited to deliver the opening address at the next meeting.

Mr. DeWolfe moved that H. H. Barney be invited to deliver an address at the next meeting; carried.

Mr. Lynch moved the following resolution, which was adopted:

Resolved, That a committee, consisting of Lorin Andrews, M. F. Cowdery and S. N. Sanford, be appointed to request our Senators and Representatives in Congress to use their influence to secure the importation of books and school apparatus free of duty.

Mr. S. N. Sanford moved that two delegates be appointed to the American Association, which is to meet in Detroit in August next. The motion prevailed, and the Chair appointed M. F. Cowdery, of Sandusky, and John Ogden, of Hopedale.

Mr. Eaton, of Toledo, moved the following resolution, which was adopted:

Resolved, In view of difficulties now in the way of individual teachers obtaining many valuable educational works, that Mr. A. J. Rickoff, of Cincinnati, be appointed to make all necessary arrangements between the publishers and those who may wish to procure them.

On the motion of John Hancock, the following resolution was adopted:

Resolved, That the thanks of this Association are due to the different Railroad Companies which have reduced their fare for delegates; to the trustees of this house; to Rev. J. B. Walker, pastor of this Church; to the choir in attendance, and to Dr. W. C. Catlin and associates, and the citizens of Mansfield, for their kindness and hospitality.

Pres. Lorin Andrews moved that when the Association adjourn, it adjourn to meet in Columbus on the 30th and 31st of December next; carried.

After singing the Doxology, the Association received the Benediction from Rev. A. Duncan, and adjourned to meet in Columbus on the 30th and 31st of December next.

M. D. PARKER, *Secretary*.

NEW MEMBERS.

The following persons became members, or renewed their membership, by the payment of a fee of \$1.00.

Edward H. Allen,	Miss F. C. Blish,	Miss Eliza Coggeshall,
Mrs. S. A. Andrews,	C. S. Bragg,	Mrs. M. M. Coggeshall,
N. Anthony,	Geo. S. Brinkerhoff,	W. T. Coggeshall,
Henry Avery,	John Brinkerhoff,	Miss Emeline Connard,
J. S. Bailey,	E. C. Bruce,	J. Cooper,
Mrs. R. N. Baldwin,	Miss Sarah Bushnell,	E. M. Cotton,
Geo. Ball,	Miss Sarah Brannan,	O. P. Cowdery,
A. Barker,	Florence Caldwell,	B. M. Cowles,
T. W. Barnes,	W. C. Catlin,	J. D. Cramer,
Wm. Baughman,	Miss A. J. Chamberlain,	J. B. Dawson,
Miss Mary E. Beecher,	Miss Mary Jane Clark,	Mrs. A. M. Dealing,
Miss Jane Beckett,	J. C. Coats,	E. S. DeLong,

N. W. DeMunn,	J. R. Kinney,	E. S. Ritchie,
F. M. Dimmock,	T. R. Laird,	J. D. Robertson,
Miss Mary Dixon,	Miss M. Langhry,	Miss M. E. Robertson,
Jerome Drury,	Mrs. S. B. Lathrop,	P. B. Rosenberry,
W. N. Edwards,	Miss M. M. Lindley,	Chas. H. S. Royce,
Ira G. Fairbanks,	G. Long,	Miss S. S. Sanford,
Mrs. J. M. Fairbanks,	Miss L. L. Lowe,	A. Schuyler,
Miss L. Fairchild,	James Marvin,	J. F. Schuyler,
Miss H. M. Farrand,	Manuel May,	J. Scroggs,
B. F. Fast,	Miss Bell McCanley,	Miss Lorain Seaton,
Miss Mary Fawcett,	Miss R. A. McConnell,	J. B. Selby,
Collin Ford,	W. L. Merrin,	Miss Julia Sheldon,
Miss R. Foss,	R. McMillen,	" S. S. Slater,
J. C. Gilchrist,	Mrs. T. S. McMillen,	R. R. Sloan,
S. Glenn,	Cyrus McNeely,	James A. Sly,
A. A. Griffith,	Fred. H. Mott,	A. A. Smith,
Miss E. Grissell,	J. P. Mount,	Miss Martha Smith,
R. Haffleigh,	A. G. Murphy,	N. C. Smith,
Liberty Hall,	M. D. Nixon,	Miss Susan Smith,
Miss Laura J. Hamilton,	L. S. Oldfield,	J. C. Snyder,
G. H. Hampson,	Mrs. S. S. Otis,	R. W. Stevenson,
Miss E. Hardinbrook,	A. Page,	Miss Martha Stewart,
S. D. Harris,	Miss L. L. Pendox,	T. T. Stroud,
Mrs. S. D. Harris,	J. J. Penfield,	W. L. Summers,
O. N. Hartshorn,	Mrs. J. J. Penfield,	A. L. Talcott,
T. W. Harvey,	Miss E. C. Persing,	Miss Marie E. Taylor,
W. T. Hawthorne,	H. W. Persing,	" Ann Townsend,
J. W. Hiatt,	Miss Lucy Ann Peters,	C. Tracy,
Miss A. Henry,	" Mary A. Pettitt,	Miss E. P. Turney,
Miss Nancy Henshaw,	" Harriet C. Piper,	M. S. Turrill,
Miss M. Hervey,	E. B. Pierce,	H. Vail,
Miss J. A. Hitchcock,	Miss L. L. Porter,	Miss Sarah Vrooman,
Miss L. E. Holbrook,	W. G. Pratt,	J. H. Wall,
J. G. Hole,	Miss A. M. Prentiss,	Miss Mary A. Warner,
Mrs. E. S. Hooker,	A. W. Price,	" S. A. Watson,
Miss M. E. Hopperton,	James Raley,	" Mary Webster,
Orlo Hubbard,	Miss M. Reed,	" Maria B. Welles,
W. Hutchinson,	" Mary Reeder,	" Sarah West,
M. E. Jamison,	" Mary N. Regal,	P. C. Wilson,
Miss Mary Jarvis,	" E. C. Rice,	Miss S. M. Williams,
D. T. Johnson,	" A. P. Rider,	" F. R. Wilson,
Chas. Kingsbury,	" L. Rider,	" M. C. Wright.
Francis M. Hall,		

LIST OF DELEGATES.

Ashland Co.—Rev. John Robinson, Dr. B. B. Clark, Dr. John Ingram, C. S. Martindale. Wm. McKibbin, J. H. Holton, Robt. W. Ryall, J. Phillips, Joseph Wasson, Jacob Berry, Wm. Scott, S. M. Barber, R. Q. Beer, J. D. Stubbs, C. F. M. Clark, Josiah Locke, L. J. Sprengle, J. M. Woodruff, Wm. Callahan, A. W. Jenkins, Franklin Wise, D. R. Cully, J. R. Staman, Mrs. McKibbin, Mrs. Sarah Larimer, Mrs. R. B. Holton, Mrs. — Ingram, Mrs.

M. E. Sloan, Mrs. Frank S. Locke, Miss Jane Lawson, Miss E. Rebout, Miss S. Scott, Miss H. Scott, Miss Julia Sheldon, Miss M. Jennie Gardner, Miss Isabella Farr, Miss Sarah Bushnell, Miss A. E. Woodruff, Miss M. Beaty, Miss Agnes Jeffrey, Miss Emma Faulkerson, Miss H. J. Luther, Miss Bell Patterson, Miss Eliza Stewart, Miss Amanda Beer, Miss Lucy Kellogg, Miss Martha Carter, Miss Eliza Carter, Miss Martha Sutherland, Miss Amanda Cowan, Miss A. E. Cowan, Miss Kate Cowan, Miss Rosella Rice, Miss Jennette Robins, Miss Charlotte Stewart—55.

Ashtabula—A. A. Smith, — Blure, Mrs. A. A. Smith, Miss A. P. Ryder, Miss Susan Seymour—5.

Belmont—E. B. Pierce—1.

Butler—D. W. McClung, J. R. Burgett, Miss Jennie Burgett—3.

Champaign—S. R. Forrest—1.

Clark—F. W. Hurtt—1.

Clermont—J. A. Sloan—1.

Columbiana—J. P. Hole, J. G. Hole, S. S. Miller, R. M. Miller, Almira Grisell—5.

Crawford—John Hopley, J. Scroggs, D. Kerr, Miss Lorain Seaton, Miss Ann Townsend, Miss Mary Dixon, Miss Susan Smith, Miss Florence Caldwell, Miss M. J. Clark, Martha Stewart, Miss Isabella Macanley, Miss Mary A. Petit, — Brown, Miss P. M. McCracken—14.

Cuyahoga—E. E. White, A. W. Price, Mrs. R. S. Baldwin, Miss E. Hardenbrook, Miss S. A. Watson—5.

Defiance—J. R. Kinney, Mrs. J. R. Kinney, Miss Harriet B. Piper, Miss Maria B. Welles—4.
Delaware—J. W. Hiatt, Percival C. Wilson, Miss Mary E. Beecham, Miss Olive L. Horr, Miss Jennie Evans, Miss Mollie Pilcher, E. Nancy Dickey, Miss Lucina Daniels—8.

Erie—M. F. Cowdery, Charles S. Royce, Charles H. S. Royce, — Turner, A. W. Persing, J. J. Penfield, J. C. Snyder, A. Sly, Mrs. J. J. Penfield, Mrs. J. C. Snyder, Miss E. C. Persing, Miss M. E. Taylor Miss Sarah Vrooman, — West—14.

Fairfield—William Whitney—1.

Franklin—Rev. A. Smyth, Dr. A. D. Lord, D. C. Pearson, Gen. S. D. Harris, W. T. Coggeshall, Mrs. W. T. Coggeshall, Eliza Coggeshall, Mrs. S. D. Harris, Miss Rosella Rice, Miss M. Smith, Miss M. E. Robertson, Miss L. A. Peters, Miss E. M. Hopperton, Miss M. C. Wright, Miss E. N. Burr—15.

Hamilton—H. H. Barney, John Hancock, John B. Trevor, A. Page, J. H. Rolfe, M. D. Parker, M. S. Turrill, Daniel Hough, John D. Caldwell, George Long, Andrew J. Rickoff, E. C. Orton, Mrs. Margaret Caldwell, Mrs. — Long, Miss Lettie Ryder, Miss A. E. Meissner, Miss M. D. Nixon—17.

Harrison—Cyrus McNeely, John Ogden, Edwin Regal, Edwin S. Delany, O. N. Hartshorn, Mrs. M. J. M. Ogden, Miss B. B. Delany, Miss Mary M. Regal—8.

Huron—Wm. Mitchell, A. B. Cornell, C. Ford, J. Drury, Mrs. N. M. Dealing, Mrs. Lucy Oldfield, Miss S. S. Sanford, Miss J. A. Hitchcock, Miss F. B. Wilson, Miss A. Barker, Miss S. L. Lowe, Miss A. Henry, Miss Kate Mitchell, Miss F. C. Blick, Miss L. A. Cherry, Miss M. Pulver, Miss H. M. Farrand, Miss E. A. Deaver, Miss A. M. Prentiss—19.

Jefferson—Prof. J. Lindley, Jacob N. Deselleam, Mrs. M. M. Lindley, Miss Catharine McCarle—4.

Knox—Pres. Lorin Andrews, Calvin Tracy, H. D. Lathrop, M. Dunn, G. W. Ball, W. M. Merrin, H. Graham, R. R. Sloan, S. Glenn, C. Nye, J. Greene, A. B. Hicks, H. Stevens, Mrs. S. R. Andrews, Mrs. S. B. Lathrop, Miss S. W. McWilliams, Miss M. E. Hervey, Miss M. Loughrey, Miss Jennie Herr, Miss M. Brower—26.

Lawrence—C. Kingsbury, Miss E. P. Turney, Miss Nancy Henshaw, Miss N. L. Pendox—4.

Licking—Pres. J. Hall, S. N. Sanford, Frank Hall, Wm. Kerr, J. S. Bailey, A. Jones, W. G. Pratt, Geo. L. Mills, Alex. Duncan, H. H. Barber, Mrs. W. P. Kerr, Miss Mary E. Mills, Miss A. Bancroft, Miss Mary Jarvis, Miss Mary A. Warren, Miss Mary Reeder, Miss Mary D. Abbott, Miss Frances Tower, Miss Susan Dunham, Miss L. B. Hawks—20.

Lorain—James Baily, Henry Avery, G. W. Walker, J. H. Barnum, N. W. D. Munn, S. H. Mathews, M. J. Drennon, Miss M. Reed, Miss Lucy Fairchild, Miss M. J. Bishop, Miss M. A. Grisell, Miss Julia Kinney, Miss Rosa Kinney, Miss M. Lambert—14.

Lucas—John Eaton Jr.—1.

Madison—J. H. Drew—1.

- Mahoning*—J. C. Gilchrist—1.
Marion—G. H. Hampson, Anne Geiger—2.
Miami—Wm. N. Edwards, E. G. Humaston—2.
Montgomery—H. Anderson—1.
Morrow—J. B. Selby, J. B. Dawson, W. L. Terrill, B. B. McVay, Miss M. A. Dawson, Miss E. Cook, Miss M. Montgomery—7.
Muskingum—R. W. Stevenson, Miss R. A. M. Connell, Miss Jane Cooper, Miss N. D. Brooks—4.
Pickaway—John Lynch, E. M. Cotton, Miss E. C. Rice, Miss E. A. Humaston—4.
Preble—Miss J. S. Morris, J. T. Stroud, James Wilson—3.
Richland—Rev. J. B. Walker, Rev. E. J. McClelland, Dr. W. C. Catlin, L. B. Matron, E. May, M. D. Dickey, J. Dawson, A. R. Dawson, V. L. Summers, — Blair, W. Baughman, J. Markham, E. B. Smith, R. B. Smith, A. V. Patterson, James Groham, S. T. Stocking, Thomas McBride, Milton Mitchell, E. G. Andrews, William Case, J. P. Mount, S. L. Kennedy, Mrs. W. C. Catlin, Miss E. Loughridge, Miss S. C. Mason, Miss M. Farmer, H. Brinkerhoof, Miss U. J. Shaw, Miss C. Gallup, Miss M. Ehlers, Miss M. J. Pollock, Miss M. Basset, Miss J. A. Ralston, Miss M. S. Hartupée, Miss Sallie Osburn, Miss Amanda Goult, Miss M. E. Finney, Miss Sarah Finney, Miss C. P. Wilcox, Miss T. W. Barnes, Miss Mary Jane Seymour, Miss Minerva White—43.
Ross—Edward H. Allen—1.
Scioto—H. Wall—1.
Seneca—D. F. De Wolfe, A. Schuyler, J. F. Schuyler—3.
Stark—T. W. Harvey, J. N. Hartshorn, E. Carney, Miss J. M. Becket, Miss B. M. Cowles, Miss B. F. Fast, Miss O. Hubbard—7.
Trumbull—James Marion, J. D. Cramer—2.
Tuscarawas—T. R. Laird, Mrs. S. S. Otis—2.
Warren—J. O. Robertson, D. F. Johnson, W. T. Hawthorn—3.
Washington—E. D. Kingsley, F. M. Dimmick, Pres. I. W. Andrews—3.
Wayne—Ira G. Fairbanks, John Brinkerhoff, George Brinkerhoff, Mrs. Julia M. Fairbanks, Miss J. E. Holbrook, Miss Sallie Bronnon, Miss L. T. Slater—7.
Wyandot—Frederick Mott.

EDITORIAL DEPARTMENT.

THE MANSFIELD MEETING.

We have heard of but one opinion expressed in regard to the gathering at Mansfield. All agree that it was one of most interesting meetings of the kind ever held in the State. Every fact and circumstance tended to promote the pleasure and profit of the hundreds there assembled. Not one thing, so far as we saw, occurred to injure individual feelings, or lessen general interest.

Abundant rains had fallen within the previous few days, and little discomfort was experienced from dust, as the iron horse (*original term*) sped us to our place of meeting. At all stopping places and at the junction of different roads, accessions were made to our numbers.

Hearty and happy greetings were made, and hands were grasped, warmed with blood but one second from the heart. All Tuesday trains from the north and the south, the east and the west, brought crowds of Teachers, and other active friends of education into Mansfield. All came with glad countenances,—all met as the sons and daughters of one family. At the hotels and in the streets was seen a “smart sprinkling” of Presidents of our colleges, only *three* of whom answer to the name of *Andrews*, and though it would be very improper in us to call them “Merry-Andrews,” we are of the opinion that they and their brother Presidents—though justly honored with alphabetical appendages to their names, such as D.D., LL.D.—were just about as “merry” as others of humbler rank. It is a most pleasing and promising fact that the Presidents and Professors of our Universities, take an active part in all movements for the improvement of our common schools. Prominent educators from other States, east and west, came to meet with us, and bring to us the greetings of the Associations which they had been commissioned to represent. The Publishing Houses were represented by their wide-awake Agents, and no State can be more fortunate than Ohio in the character of the men who compose this profession. Every man of them, we believe, has been selected from the teaching profession; and while they keep a sharp eye to the interests of their employers, they so transact their business with Teachers and school authorities, as to gain their respect and confidence. At our meetings they are unobtrusive, seldom crowding themselves upon public notice, but ever ready to contribute to the funds of our Association. We do not say this for flattery, and we are not vain enough to suppose that these gentlemen would feel flattered by our commendations. An acquaintance of years leads us to the opinion that this testimonial is due them.

A large number of Teachers arrived in Mansfield on Tuesday afternoon, at an hour when a public celebration was passing off,—cannon were firing, martial music was sounding, military and fire companies were parading, and things in general seemed to be coming to pass. We have heard of an American landing in England as the Queen was reviewing the Royal Navy at Spithead. He imagined that the ceremony was got up in honor of his arrival, and took on airs accordingly. And if any one of our Presidents, Superintendents, Principals or Editors was disposed to take the doings in Mansfield as his own honored reception, he was amazingly mistaken. A crowd of railroad men, stockholders, directors, engineers and contractors, had met “to break ground” on the Atlantic and Great Western Railroad.

Nothing could exceed the liberality of the citizens of Mansfield in preparing for the entertainment of their guests. But of this we will speak in another place. And as it is expected that the several addresses which were given will, in due time, appear in the *Journal of Education*, we will but briefly allude to them at present.

"The Will as an Educational Power," was the theme of Mr. Bittinger's discourse. He was master of his subject, and handled it in a most able and eloquent manner. Though quite philosophical in expression and argument, his style was lucid, and all who paid strict attention could understand the point and force of his remarks. None could fail to be impressed with the importance of the subject. "*There is nothing impossible to him that wills,*" and "*I can because I will,*" are mottoes worthy of the high regard of every Teacher. The great success of some Teachers is attributable not so much to their talent, education and varied accomplishments, as to their *will*. A strong and unshaken *purpose* will always lead to high and noble achievements.

President Hitchcock spoke with great earnestness and eloquence upon "Completeness of Human Culture."

Every department and faculty of our complex natures should be educated. It should be the Teacher's aim to educate the physical, the mental and the moral faculties,—to train his pupils for active usefulness in this world, and blessedness in that which is to come.

Mr. Hill discoursed upon "Learning to Read." He advocated the Phonetic system, and exposed many of the absurdities of the English orthography in common use.

The official report of the proceedings appears in the present number of the *Journal*. A difference of views existed in regard to the expediency of the action of the Association at Cleveland, one year ago, in assuming heavy responsibilities for the establishment of the McNeely Normal School. Some have little faith in this way of training Teachers. Some thought that the *State* ought to support such schools, and several entertained the sentiment that Teachers have but precious little capital to invest in this description of stock. But since the faith of the Association had been pledged, all seemed disposed to give to the utmost of their ability.

We deeply regret that the Association refused to adopt our plan for extending the circulation of the *Journal of Education*. We were unable to discover the force of the objections which some of our best friends so eloquently and pathetically urged against it. We confidently believe that the plan we recommended, and which the committee

reported, would soon carry the circulation up to a high figure. But the majority thought differently, and we yield the point as complacently as we can.

But the Re-union, or Festival, on Thursday evening, was, after all, the charm and glory of the gathering. The citizens of Mansfield invited the Teachers and others who were in attendance upon the meeting, to attend a soiree in the basement rooms of the Congregational Church. This church occupies a fine elevation, overlooking the town and adjacent country. It is in the center of ample grounds, filled with beautiful trees. And it was in this grove, rather than in the basement, that the festival was held. As we entered the grounds, over the gateway was seen an illuminated banner with the inscription, WELCOME, TEACHERS OF OHIO! The church windows were illuminated, and gaily illuminated transparencies were suspended from every tree. The whole appearance was like a scene in some fairy-land.

Among the almost innumerable mottoes which floated in the breeze, were the following:

"Away from your homes, but among your friends."

"Education, a nation's hope."

"Teachers, the Captains of the world's Infantry."

"It matters not how long you live, but how well."

"The Lady Teachers—They teach us first to say our A, B, C's, and then they make us mind our P's and Q's."

Free Men! Free Speech!! Free Schools!!!"

J. H. Cook, Esq., assisted by Rev. J. B. Walker, D.D., and Hon. B. Burns, presided. A song of welcome was sung by a choir. Then Dr. W. C. Catlin, in behalf of the citizens of Mansfield, gave the following address:

Mr. President of the Association, and Teachers of Ohio:

To me the citizens of Mansfield have delegated the pleasing duty of expressing to you their cordial welcome to the festivities of this evening—pleasing because, though it might have fallen into abler hands, no heart beats more ardently in unison with this greeting than mine. Sir, I may not be personal, but when I witness the enthusiastic reception of the Teachers of Ohio, by the people among whom I labor, my joy is too deep for utterance.

Sir, we desired the healthful influence of a meeting of this Association, upon the cause of education among us, hence we invited you hither. Permit me to say that our highest expectations of interest in the exercises of your meeting have been more than realized. We are quite sure that we shall not be disappointed in our hope of the permanent salutary influence of this meeting. We are gratified to have been privileged to attend a meeting in our own city, of the professional educators of Ohio,—especially do we congratulate ourselves that we are honored by the presence of so large a number of the fair ladies of our State.

But, sir, it was not enough for us to be recipients of the wholesome influence

of this meeting. We desired to share with you the pleasures of a social re-union, We could not suffer you to depart without a testimonial of our appreciation of you, as individuals and as an Association. Accept our hearty welcome to this festal gathering. May the occasion prove indeed a re-union of those who, though not estranged, have long been separated, a re-union of hearts devoted to friendship. In the name of the citizens of Mansfield, I once more bid you a happy welcome here.

To the above salutation the President of the Association replied as follows :

Dr. Catlin, and Citizens of Mansfield :

In behalf of your guests assembled, to the number of five hundred, I respond to your kind and polite greeting. The Queen of Sheba heard much of the wisdom, glory, and grandeur of King Solomon. She therefore visited this renowned Monarch at his capital. There she saw the evidences of the truth of those reports which had reached her in her far-off land. And when she perceived the wonders of Solomon's wisdom and greatness,—when she saw the richness and splendor of his capital, the magnificence of that sacred temple which he had erected, and when she witnessed his boundless hospitality and largeness of heart, there was no more spirit in her. And she said: "It was a true report, O King! that I heard of thy wisdom and greatness. And now that I have seen these things, I find that the half had not been told me."

Dr. Catlin, and people of Mansfield, our case very much resembles that of the Queen of the South, on her visit to Jerusalem. We had heard at our respective homes of the beauty and wealth of your town, and of the generosity, intelligence, social refinement, and moral elevation of its inhabitants. We had heard of the Governors, Judges, and other honorable and honored men who here have their homes. We expected a respectful and cordial reception. We knew that your city bears the name of a great and good man who, half a century ago, was a distinguished member of our profession, and the thought of coming to Mansfield was one of sincere pleasure to the Teachers of our State.

We came. The half had not been told us of the pleasures we were here to experience. For beauty of situation, for tasteful arrangement of grounds and buildings, and for order and regularity, your city is a very Paradise in comparison with many western towns. Your committees met us at the railroad depots, and escorted us to our pleasant lodgings. For our public meetings you opened to us your most commodious church. Your sweetest singers have enlivened our meetings with appropriate and most acceptable music. You have honored our sessions by your presence. And when all this kind regard we had experienced, we felt that our highest expectations had been fully realized.

But, Dr. Catlin and citizens of Mansfield, as we enter this enchanting grove,—as we see the evidence of your desire to please and honor the Teachers of Ohio, we can all exclaim, *the half* had not been told us! Two thousand happy ladies and gentlemen are here in this modern Eden gathered. Why, the beauty and joyfulness of this occasion are enough to induce Jared Mansfield to ask leave of absence for an hour from Heaven, that he might come down here and take a hand in these joyous festivities.

We most earnestly thank you, our friends, for all your kind attentions, and especially for this effort to promote our happiness. Evermore will these scenes live among the most pleasant and grateful of all our memories.

At the close of these addresses prayer was offered by the Rev. Dr.

Bronson of Sandusky. The company then passed, two and two, through the basement of the church, when each received "rations," consisting of a plate of cake, a dish of ice cream and a tumbler of lemonade, and thus supplied, all passed out, and soon the grove was filled with boarders taking their supper. After all had eaten, there were more than "twelve baskets" of luxuries remaining. And no miracle at that, for the *Mansfield Herald* of July 9th says that "the weight of the provisions on the tables is estimated at 1500 pounds, besides which there were two hogsheds of ice lemonade and a barrel of ice cream."

Then followed the toasts and speeches. The toasts had been prepared by a committee of citizens, and they were read by Mr. Burnside from one stand and repeated by Mr. Walker from the other,—the stands being some 200 feet from each other.

1. *The Ohio Schoolmaster abroad*, in Brougham's sense, when at home, wielding forces more potent than armies and navies abroad. now in another sense, to receive our cordial greeting, and in generous social cheer, to renew strength for more lofty achievement.—Speech by MITCHELL of Norwalk.

2. *Education*—A debt due from the present to future generations.—EATON, of Toledo.

3. *The Ohio School Law*—A monument of the wisdom of our Legislature, and the harbinger of the future and lasting greatness of our State.—H. H. BARNEY, of Cincinnati.

4. *The Professional Educators of Ohio*—Those to whom are committed the most precious trust of parents, and the accomplishment of the noblest aims of a free State, the Education, Physical, Mental and Moral, of the rising generation, we believe they realize their responsibilities and are adequate to their trust.—A. SMYTH of Columbus.

5. *The Sentiments of Washington and Wm. Penn* on popular Education, which deserve to be printed in letters of gold, and hung in pictures of silver in all our families and schools.

"That which makes a good government, must keep it so, namely: Men of wisdom and virtue, propagated by a virtuous education of youth."—Penn.

"In proportion as the structure of a government gives force to public opinion it is essential that public opinion should be enlightened."—Washington.—JOHN HANCOCK, of Cincinnati.

6. *The American system*—one and inseparable, now and forever—Free men, Free speech and Free Schools.—Prest. L. ANDREWS, of Gambier.

7. *The Public School, the Seminary and the College*—the triple, yet concurrent forces of modern education, before which society shall no longer move obliquely but in a straight line towards its destined perfection.—Prest. I. W. ANDREWS, of Marietta.

8. The three potent P's—the *Preacher*, the *Pedagogue* and the *Printer*—three rays from one center. They enlighten the blind I's (eyes), Ignorance, Intolerance and Irreligion.—Gen. S. D. HARRIS, Columbus.

9. The rudimentary branches of Education, *Reading, Writing and Arithmetic*—without a thorough knowledge of which a good education can neither be begun nor finished.—M. F. COWDERY, of Sandusky.

10. The *Tri-une aim of Education*—To develop physical energy, to promote mental culture, and to subject the disciplined faculties to the control of reason and conscience.—D. F. DE WOLF, of Tiffin.

11. The *Judiciary* of the State of Ohio.—Judge BARTLEY, of Mansfield.

12. The Ladies, God bless them !

They educate us all.

'Tis from their arms we rise

And then—into their arms we fall.

W. T. GOGGESHALL, Columbus.

The fourth was omitted by our request, as we had, unexpectedly, been called up in response to the *Welcome*. The 11th and 12th were not responded to for this reason: It was 10½ o'clock and the gods (speaking after the manner of the heathen) seeing the good time we were having, became slightly envious, and sent rain, thunder and lightning to break us up. We broke up. Such a scampering for shelter is not often witnessed. This was not *witnessed*, except when a flash of lightning illumined our whereabouts for a moment. But such a race as those 500 men and 1500 women ran, there and then, John Gilpin never dreamed of.

But the next morning came, clad in sunshine, and we bade each other adieu, and started for our homes, all praying for blessings on the good people of Mansfield.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER V.

DEAR CHILDREN :

Almost all the Schools in our State are now in vacation. The Teachers are off on visits to their friends, and you are at home. I hope you will have a very happy time, and that you will do all you can to make your parents and friends happy. The weather is hot and rather uncomfortable, but you can find out ways enough to make your vacation pass away very pleasantly.

But very few of your parents take the *Journal of Education*, and as your Teachers are gone, but few of you would see, or hear of my letter, if I should write you ever so good an one. And when your Teachers come back, and your Schools begin again, the September *Journal* will be printed, and you can all hear the letter which that will contain. I shall not, therefore, write you a very long letter this time, but will publish parts of two letters, which some of you have written to me.

Here they are :

"Damascoville Col. Co. June 21, 1856

"Honorable Mr. A. Smyth.

"We wish to send you many thanks for so kindly remembering the children of Ohio, and sending us such good letters. Our Teacher reads them all to us. We have a large school of small scholars, about 40, and we never sit so still and quiet as we do when hearing your letters read. We live in the country and our schoolhouse is old and small and sets on the roadside in the sun some days it is crowded and warm and we think of the beautiful schoolhouses in the city. how pleasant they must be. But we are most always happy and love to come to school. At noon we walk out into the woods to gather flowers and fern leaves to press in our books to have in the winter when all the green has withered away and we have a good many nice plays when we do not want to walk out; sometimes our Teacher plays with us and we have plenty of fun."

There is a good deal more in this letter, but I can not print any more of it in the Journal. It is signed, *Emily and Missouri Jones*. I think it a very nice letter. Children in the *country* are as happy and as smart as are *city* children. I am glad that their Teacher plays with the children, for it shows that she is cheerful and kind in her temper.

But now, then, for the other letter. I can not print more than one-third of it, but I wish I could, for it is an interesting one :

"Marietta, June 19th, 1856.

"Dear Sir,

"Our Teacher has been bringing some of your *Journals* to school, and we have had the pleasure of reading your instructive letters to children. . . .

"We do not know whether you have ever visited the Marietta High School, therefore we will try to give you a slight sketch of it. Our town is low on the banks of the Ohio and Muskingum rivers, but gradually rises, towards the north east and west. The school-house is situated on Scammel street, about half way up the hill. The building is a large brick with two wings. . . . All the rooms are papered nicely, and painted white. The desks are made of black-walnut, with iron frames. They are very nice and strong. The school-room is very neat, (the *girls'* we mean, for we do not think that the boys are *quite* so neat,) except when some of the young ladies scatter paper on the floor. They always have to pick it up again, however, if the Superintendent or Teacher sees it.

"We have, from our school-house, a very fine view of Marietta and Harmar, and the rivers. The pupils attending our school this term, number one hundred and thirty-one. Eighty-six girls, and forty-five boys. We have four teachers, the Superintendent included. He is a very kind, good man, and we love him very much. We love all our teachers. But we must not have our letter too long, and yet we must say something of those beautiful letters of yours. First, you spoke of the State House, and promised, should any of 'your children' come to Columbus, you would show them all those interesting places of which you have been telling us. If we ever go there, you may be sure you will be obliged to fulfill your promise, for our curiosity to see the handsome buildings, and our sympathy for the poor creatures in the Lunatic and Deaf and Dumb Asylums, has been aroused. We were much amused at the anecdote of the Irishman, who played on the fiddle, and the Dutchman, who 'tripped the light fantastic toe' to his music; and also the man who died every night, but always managed to be up in time for breakfast. Our faces were immediately grave, however,

when we read of the poor creatures who were chained, for fear that they should do some mischief to themselves, or others. It is indeed dreadful to think of. We *do* feel very sorry for the poor Deaf and Dumb people, and we thank God that we can hear our parents and brothers and sisters, when they speak to us, and can answer them. . . . We are that portion of 'your children' known by the name of *The Second Division in Reading, in the Marietta High School.*"

THINGS PERSONAL.

Mr. THOMAS MCCARTNEY has, on account of ill health, resigned the superintendence of the Schools in Canal Dover, Tuscarawas county, and removed to Londonderry, Guernsey county. Mr. M. has been an active and successful educator, and we sincerely hope that restored health will very soon permit him to resume his professional work.

Mr. A. E. TYLER, Principal of the S. E. District School, Dayton, has resigned his position.

Mr. W. K. LEONARD has been elected Superintendent of the Schools in Findlay, Hancock Co., O. Salary, \$600.

Mr. E. B. PEIRCE, late Superintendent of the Schools in Martin's Ferry, O., has been appointed to a Professorship in McDonough College, Ill.

A gentleman wishes to engage as Principal of an Academy or Union School. Would teach all or part of the year. The best recommendations can be given.
Address M. D. BUELL, Seville, Medina Co., O.

YOUNG AMERICA ON PARADE.

The "Drum and Fife" have been introduced into the Columbus Schools, and, as terrible as they are to certain nervous gentlemen, the Republic, so far, has survived the shock; our national flag still floats gracefully on the breezes of summer; our national bird still spreads his wings in proud defiance of all tyrants, and "E Pluribus Unum" (Latin for "Hail Columbia") remains a living and blessed fact.

Col. George C. Smith is Principal of the Third District Schools in this city. He has organized a company of Public School Cadets, and on the 4th ult. they appeared on public parade, to the number of sixty muskets. They were "armed and equipped as the law directs," and made an exceedingly fine appearance. Napoleon's Old Guard never more promptly and exactly obeyed the command of Marshal Ney, than did these Cadets answer to the command of Col. Smith.

The citizens of Columbus were proud of their boys, and felt no regret that they had subscribed several hundred dollars to procure their equipments.

APOLOGETIC.—Several communications, our monthly notice of books, catalogues, etc., and many items of news, prepared for this number of the *Journal*, are unavoidably deferred, on account of the length of the proceedings of the Association.

TEACHERS' INSTITUTES.

A great many Institutes are to be held in the State during the present month and in autumn. We have not been able to ascertain the precise time of all, and will request our friends to furnish us with facts for our next issue.

Eaton,	Preble	"	July 21,	Continue 4 weeks.
Lebanon,	Warren County,	"	" 22,	" 5 "
Greenfield,	Highland	"	Aug. 4,	" 4 "
Maumee City,	Lucas	"	" 11,	" 1 "
Cambridge,	Guernsey	"	" 18,	" 1 "
Perrysburgh,	Wood	"	" 18,	" 1 "
Defiance,	Defiance	"	" 25,	" 1 "
Hopedale,	Harrison	"	" 25,	" 2 "
Sidney	Shelby	"	Sept. 1,	" 1 "
Mt. Vernon,	Knox	"	Oct. 6,	" 1 "
Ironton,	Lawrence	"	Nov. 10,	" 1 "

NATIONAL AND STATE EDUCATIONAL MEETINGS.

THE AMERICAN ASSOCIATION FOR THE PROMOTION OF EDUCATION, will meet at Detroit, Michigan, August 12.

Addresses by Chancellor Tappan, Prof. Welch, D. Bethune Duffield, and others.

THE AMERICAN INSTITUTE OF INSTRUCTION will hold its 27th Annual Meeting at Springfield, Mass., on the 19th, 20th and 21st days of August.

Addresses by President Walker, Governor Boutwell, Hon. S. S. Randall, Thos. Sherwin, and others.

New York	S. T. Association meets at	Troy,	August 5th.
Pennsylvania	" " "	Williamsport,	" 13th.
Michigan	" " "	Ypsilanti,	" 5th.
Indiana	" " "	Lafayette,	" 19th.

 New subscribers to the Journal, *who desire to do so*, may commence with the *July* number, though there are many reasons why we prefer that all should take the back numbers of the present volume.

Persons writing us on business, are earnestly requested to give their post office address in full. We have several letters on hand, asking us to send their *Journals* to "*this place*," which letters have no dates; and where "*this place*" is, we are not able to find out.

CORRECTION.—In a note on page 216 of the Journal for July, we noticed the death of a lady. Our information was direct and positive, but, we are most happy to say, the report was a mistake.

OUR EXCHANGES.—The *Journal* is sent to many papers in Ohio which are not sent to us in return. After the present number, we shall send to none that do not come to us.

THE
Ohio Journal of Education.

COLUMBUS, SEPTEMBER, 1856.

“THE WILL AS AN EDUCATIONAL POWER.”

*An Address delivered before the O. S. T. Association, at Mansfield,
July 2, 1856, by the REV. J. B. BITTINGER, of Cleveland.*

The popular interest, which has, of late years, attached to everything connected with Education, has prompted inquiry into all the departments of the subject ; and to such a degree has the general surface of the subject been examined and expounded, that it is difficult to find a point of space unoccupied, or at least unnoticed. We have abounded in lectures, on all the theories, and all the arts of teaching ; we have had volumes of codes for the government of schools ; the moral suasion code, the code flagellation, and the half-and-half code. We have all heard of the duties of Parents, and Teachers, and Legislators to schools. We have listened to lectures on singing and writing by the tick of the clock ; we have had dissertations on prizes and emulation ; we have had homilies on perseverance, attention and punctuality ; and discourses on the training of the judgment and the cultivation of the taste and the understanding ; to all this variety, has been added, as an indispensable appendix, essays on cleanliness, politeness, accomplishments—but in all these ollapodrida of subjects, I’ve never heard of but one writer who recognized the importance of the will as an educational force.

In order to understand the full importance of the will, in education, it will be necessary to go back a little, and refresh our minds with some plain principles of mental science. It is a popular belief, as well as a psychological axiom, that the mind is always active—not merely when we are awake, but in the repose of sleep. The mind of the dreamer is as active as the mind of the watcher. In the vacation of night, memory and imagination disport themselves, with all the activity of holydays. As the spider weaves his cunning web at night, that the dew may

string her pearls ready for the sun's first ray ; so at night, when toil and task are done, the ever active mind sends forth memory and fancy to weave their airy garlands around the prosy topics of life, and to delight for a moment, our waking hour, with visions of the night. The mind never sleeps, and in these nocturnal diversions of the dreamer lies the proof of the ceaseless stream of life. Like the fabled Arethusa, now above ground, now beneath, but whether in Arcadia, or in Sicily, still the same immortal stream.

But the mind is not only ever active, but it is self-active—it has the power of originating action. The mind is not made to think, or to feel, or to will ; but the mind, by its own force, thinks, feels and wills. It is not merely capable of being moved to these acts, but, on occasion, moves itself. Neither must we say that occasions are necessary to the motion itself of the mind ; occasions only serve to give direction and variety to its motions. Like the sublime planets projected into space, once started from the divine hand, they move forever on, their direction only determined by nearer bodies, but not their motion. That was breathed into them by God, and with that immortal inheritance, they will live on, and move on, till He who sent them out, shall again call them in. So the mind once put in motion, by the inspiration of the Almighty, will move on, with the force of its original propulsion forever, unless God shall arrest it—but sleep is no arrest, neither is death. Or, to take a more familiar illustration, the mind is like steam in a boiler ; its spontaneous activity will issue at any point where a vent makes an occasion.

To this spontaneous activity there are three general outlets—the intellect, the sensibilities and the will. These are the mind's great sluices through which, as occasion offers, its living waters pour unceasing currents. Man may shut off any two of these, but God only can shut them all off. A man may cease to think and feel, and only will ; or he may will and think, but not feel ; or he may feel and will, but not think ; but he can not cease all three at once ; that would be mental suicide.

You will at once perceive, that to the first two, the intellect and the sensibilities, a good deal of attention has been given, by lecturers and educators. To the general subject of the intellect belongs all that has been said of cultivating the perceptive powers, as sense, attention and observation—here too belongs the memory and the judgment. To the sensibilities belongs what has been said of the manner and importance of cultivating the taste, the imagination, the fancy and the conscience ;

while into the department of the will, falls what has been written about perseverance, energy, application.

It is customary to speak of "the Republic of Letters," and if we carry the figure up to the constitution of mind, we will find that it has not only a beautiful application there, but a most apposite and illustrative one. The intellect is legislative, the sensibilities judicial, and the will executive. And it is worthy of remark for our special purpose, on the present occasion, that the executive department is constituted in the most efficient manner. The will is a unit; it is never delayed by many counsellors; it is a miniature of the divine will; it too has its fiat; it commands, and it stands fast; it speaks, and it is done.

Before considering more fully the power and functions of the will, I will revert, once more, to the self-activity of the mind. It is true that mind is automatic; but it is also true that there are constitutional biases for moving, feeling and willing, in certain directions. This spontaneity, in certain persons, has more energy in some directions than in others. This constitutional aptitude accounts for intellectual preferences and successes in life. In some minds this self-activity flows more readily through the channel of the feelings. This gives us the musician and the poet; hence the poet is born, rather than made, or barring the pun, *poeta nascetur non fit*; therefore, he who is not *nascetur*, is not fit. In other cases this spontaneous activity presses most in the direction of the will, and this preponderance gives us our Cæsars and Napoleons; men who have the perseverance of the ant, the assiduity of the bee, and the tenacity of the bull-dog. Regarding the mind as a fluid pressing equally in every direction, we may say that each person's constitutional bias is "the down-hill" of his mind; the inclination on which it runs with most alacrity, and generally with most success. I doubt not, every Teacher has had scholars who had no "down-hill" except for indolence and mischief, and with whom Mathematics and Philosophy, Grammar and Geography were all "up-hill" work. No engineering by books or Teachers seemed to make the proud temple of fame accessible to them. Like a standing pool on the sunny side of the mountain, they stagnate and fester, for want of a current or outlet. It is hoped such are exceptions, while the majority of pupils' minds are like the imprisoned winds of Æolus, ranging round their mountain cavern, and seeking quick egress at the first cleft, which the lucky hit of the master may open.

So far as the mind is controlled from within or from without, excepting always its subjection to God, the will is the controlling power. The will as executive, sees that the decisions of the sensibilities are car-

ried out, and further the will imparts activity to the legislative branch. It is empowered to rule over perception, memory, association, abstraction and judgment.

First then, what is the will? In answering this question we need not enter into the vexed controversy about the freedom of the will nor any of its entangling alliances. The popular apprehensions on this subject are sufficient for my present purpose. When we speak of "willful persons" no one misunderstands us. Most of us too, know, to our sorrow and chagrin, what "set people" are. Equally well understood are "doggedness" and "stubbornness." All these and kindred terms refer to states of the will, and imply its executive powers. When you desire to raise your hand, you are conscious of issuing a command to certain muscles—the will is that commander. When the lifting demands great force, you are equally conscious of a strong mental exertion, and that increased mental force is an increased energy of will. The will strains the muscles to their full tension. It is the capstan which heaves the burden. When the teeth grit, the fists clench, and the veins become engorged, it is the will that winds up the muscular system to this crisis. All feats of strength and agility must be ultimately referred to the will. Topham, to lift with his teeth a table, six feet long with 50 lbs. hanging at the opposite end, must have had a strong jaw, but also a strong will. A weak mind, with the jaws of a wolf, could not have raised the table. A living man, by nerving the force of his will, can not be dismembered by four horses, one at each limb; while, when desponding or dead, he is easily torn asunder. The will nerved by hope or fear will sustain a man under the severest fatigue. Long journeys are performed by weak persons under the stimulus of hope. A man in California for \$1000 walked a plank fifteen feet long and three feet wide, for 100 consecutive hours. It is well known how much further boys can jump for a prize, or in company, than alone and without the hope of reward. There seems to be no assignable limit to the control of the will over the body. Children will hold their breath to the point of suffocation. Weak women, in a fit of fright, have been known to carry a box of several hundreds weight down a flight of stairs. A Hindoo forger, under vindictive feelings, will smoke his pipe and jest, while the executioner is haggling off his right hand, with a knife and mallet, and cauterizing it with a sack of boiling pitch. Patients have laid themselves upon the demonstrator's table to submit to a surgical operation, such as amputating the limbs or removing a cancerous breast, bound by nothing, but the will; yet as firmly held to the table, as if tied down with brass. It is the iron will that makes men strong,

or enduring, or swift. Jets of will put the iron into every fibre of muscle, so that a madman's palms will adhere to the sides of a beam, like steel clamps. The foregoing facts may be regarded as extreme, but they are not abnormal illustrations of the nature or power of the will over the body. A few illustrations of this subject, from the side of the mind, will enable us to answer the question: what is the will? and also prepare us to appreciate its educational importance. When we are engaged in reading, and are interrupted, we are conscious of a drawing sensation, as if we were attached mentally to the book; this traction represents the will-force. When the disturbing power is withdrawn, we are again conscious of directing our mind to the book; this directing force is the will. It sends the attention to the book, just as it sends the hand to get an apple. Again you take up your dictionary to look for the meaning of "abstraction," you run your eye down the column oblivious of every thing but just that word. It is the will which keeps your eye and mind from every word but that one; you have been abstracted from all else. Now in this mental process the will has done for your mind what it does for your body when walking on railway ties. In the former case, you see nothing but "abstraction," in the latter nothing but "ties." As in walking, it is really the will which walks and carries along the body in its ambulations; so in study, it is the will that studies, and which carries the mental faculties, the attention, perception, abstraction and judgment, along in its meditations. The will is the supervisor of all proper study.

It has the same offices in giving tension to the mind as to the muscles. When fatigued with study, the will enforces the intellect, just as when, fatigued by toil, it invigorates the muscles. Its ultimate power over the mind is as astonishing, and as difficult of limiting, as is its power over the body. As a man may hang by the ends of his fingers until the unbending will renders him delirious, so too, in an exigency, the will may force a man to his wit's ends—so that as Festus said of Paul much study may make a man mad. The two termini of insanity are when the will has become impotent, and when it has become omnipotent. For like steam in an engine, too little or too much is equally fatal for its purpose; so in the mind, too little will gives the drivelling idiot—and too much the raving madman. In the former case, the mind stops for want of motive power; in the latter, it runs off the track, and is shattered by too much motive power.

Looking at the will in the light of the facts mentioned, we see that it holds a commanding position. It is the monarch of the mind, ruling with despotic, and, at times, tyrannical powers. It is the rudder of the

mind giving direction to its movements. It is the engineer giving course and point, speed and force to the mental machinery. It acts like a tonic among the soul's languid powers. It is the band that ties into a strong bundle the separate faculties of the soul. It is the man's momentum—in a word, it is that power by which the energy or energies of the soul are concentrated on a given act, or in a particular direction—it fuses the faculties into one mass, so that instead of scattering all over like grape and canister—they spend their united force on one point; and remember it is the heavy round-shot that breaches the fortress, brings it to the ground. Or if the shot is light, it is the oft-repeated stroke on the same spot, that finally passes through. So that whether the mind carries heavy or light shot, it is the will that makes it tell.

We come next to examine the relations of the will to the intellectual faculties, and from such relations to infer its educational importance.

And first its relation to the perceptive powers. You want to open the senses of your scholars. You want them to see, what they do see, and to hear what they hear. The eye of the ox sees the landscape, but with "a brute, unconscious gaze;" you want your pupils, with no better eyes, to see a better sight, and to a better purpose, you wish them to be not only observant, but attentive. What shall you do? To answer this question let us inquire what observation and attention are. When you open your eye you are conscious of feeling something, you have a sensation. It is felt to be in your eye, and not in your ear. It is a colored sensation, red or blue. Doing and feeling, all this is observation. Now when you proceed farther, and define the limits of this color, in space, as large or small; and its degree in kind, as light or deep; its perdurance in time, as long or short, in other words when you stretch your mind all over the object, till you have measured its quantity, then you have attended to it. Now it will at once be perceived that most men only observe, but do not attend. They see something in general, but nothing in particular. They hear sermons and lectures but do not listen to them. They smell, but don't know what. Their ideas possess quality, but not quantity. If the eye of the observer is allowed thus to rove, it will gather into the memory a confused mass of undefined notions, totally incapable of being constructed into definite or intelligible trains of thought. Such mental actions are reveries, day-dreams, and when projected in the future, air-castles. In order to convert this vagrant, sauntering observation into attention, you must call in the will; volition is necessary to stop the roving vision, and fix it on the passing panorama. The will fixes the landscape, and sets the *mind* to scrutinize it, in its particulars. The forest ceases to be a col-

lection of trees ; it becomes a congregation of oaks, maples and poplars. The oaks are separated into red, black, white and yellow ; the white are classed into vigorous and decaying, fit for fuel, or ship timber, adapted for the keel, or good for knees. While this process is going on, the separated facts crystallize into definite shape, and like assorted arms in an arsenal, are ready for use, and at a moment's notice can be brought out. Here is no chaos, but a creation.

Thus the will not only arrests the fugitive impressions, to inquire into their nature ; but it so focalizes the powers as to fuse the sturdiest questions. It puts a diamond point on the attention, which divides the most intractable thoughts, and separates between ideas of greatest similarity. Instead of confounding horses and cows, unless labelled by Don Quixotte's artist, the attention guided by a steady will,* "can distinguish and divide, a hair twixt S. and S. W. side." But it does yet more, it backs the attention and thus makes it a most useful servant to the memory.

There has much been written about the cultivation of the memory. But the great secret of a ready memory, a happy memory and a retentive memory, is the will. The *general* notions of the observation have no handle, it is only the *particular* notions of the attention. Persons are unable to recollect a particular house, because they saw only houses in general. And a house in general is no house at all, it is only a house in the abstract, with no particular shape, no particular size, no particular kind of door to enter at, no particular room to sit in, altogether an impracticable house, not worth having and not worth remembering, and is not remembered.

But now take your house, which the will charged the attention to note, and the memory to remember. It is a dwelling house, of the Italian villa style, it is built of hammered sand-stone, it has a portico, a door-way, and two windows, one bay, walnut colored blinds, large rooms, high ceilings, etc. This is not only a habitable, but a memorable house, good to live in and easy to recall.

It will at once be perceived that to recollect *something*, you must not store away *anything*, and it is the will that makes the difference between something and anything, as they go into the memory. Unless the will distinguishes and defines our ideas, all association is accidental, and facts and fancies, sensations and perceptions, flow indiscriminately and uncontrollably before the mind. Foote's challenge to Macklin is a specimen of the mob, not train, of thoughts, running through memories, when the

* Observe the poetic form.

will does not supervise the current; e. g.* With such facts and such like stored away, of what avail is the memory. The impressions are a chaos, not a creation; you have the materials of a world, but not the world.

Again, you wish to cultivate abstraction, you want to send the mind on a search after a particular class of objects. But you cannot succeed unless you can blind the eye to every other kind; you want simply a red color, none other; you want only a sharp, or only "sabean odors." How shall it be done? The will must do it, it must train the eye, and the ear, and the nose, as the grey hound and the falcon are trained, to see and pursue nothing but what is pointed out. By the aid of the will, your mind shall walk along a line perilous and narrow as the funambulist track, and yet not fall from it. The judge whose mind is under the control of his will, can put it on the scent of a line of precedents, and it will run down the conclusion at the end of a most devious and tortuous chase. To a mind thus controlled by the will, there seems to be blood on the track, so swiftly and surely does it come to the cover and the quarry.

Not less intimate and important is the relation of the will to reflection. We may suppose a man's mind stored with all good and useful knowledge, and that he sets to thinking. Now how is the current of his thought to be regulated? He wants to think on a particular subject; if he carefully attended to the ideas as they were submitted to his mind, he will find himself in the possession of accurate information; if he thoughtfully associated them in divisions and classes, as he laid them on the shelves of the memory, they will come forth orderly and consecutively, but what he wants is not all of each kind, but individual ones of every kind. How shall this be done? Obviously some power must control, must be master, must hold the roll and call out the names. The will alone can do this; the will therefore must take the charge, it supervised the attention in gathering the facts, it charged the memory in receiving them, it commanded abstraction in classifying them; it alone therefore can marshal them for a given purpose. To one it says come, and it comes, to another stay, and it stays, each in his order of time and place. But remove the will and they issue like a crowd from a theatre, pell-mell. The will therefore reduces these thoughts to order and makes them available. Without it the thoughts and feelings flow like a river, ceaselessly, aimlessly on. Mind flows like the untamed, unharnessed Merimack, the will throws across its dams and make a Lowell, and Man-

* This example is found in Upham's *Ment. Phil.*, commencing — "So she went into the garden to cut a cabbage leaf, to bake an apple pie," etc.

chester, and a Lawrence. Mental stores lie around, the stone, the sand, and the lime, the will builds them into the frowning battery, or the devout cathedral. Thoughts are a void and formless reverie; will fashions them into a Philip of Demosthenes, or a play of Shakspeare. The mind's operations are an aimless gossip till will crystallizes them into rational discourse and measureless tread; till the will harmonizes them into the rhythmical dance.

These are some of the things which a well disciplined will does for the intellectual man. Time does not suffice to consider in greater detail its relations to the understanding. I will show briefly what perseverance, promptness and energy have to do with it.

When a man is prompt upon what does he rely? If when summoned to think he finds his attention dilatory, his memory sluggish, his abstraction careless, and his study indeterminate, does he not nerve his resolution? Certainly; and when his will commands the attention is on the alert, like an arrow on the bow-string. The memory is lively, abstraction quick and accurate, and reflection steady; this is being prompt, and to the will and that only can this readiness be ascribed.

But you want your mind to work, energetically as well as promptly, and again you appeal to the will. The will passes upon the attention, till it covers the entire subject; it plies the memory, till association bends all its energies to their last tension. Abstraction is urged till its subtile fluid penetrates every pore of the matter, and runs through it like quicksilver; under the command of the will, all the pieces of reflection form into one solid column, and press up the steep ascents of thought, with the energy of a storming brigade, or a forlorn hope. This is what we call energetic work, and this is will-work, working "with a will."

Once more, we want persevering mental action, for we remember that "perseverance conquers all things." But if you want to catch hold, hold on, and never let go of a subject, you want the will, you want the will to drive home the barbed arrows of attention; the will must spring the trap of memory; the will must administer the laws of association, or you can never have a rendition of the prisoner. It is the will that commands the attention to watch, and watch till it sees the outline. It is the will that enjoins patience on the judgment, and besieges the hard problem till it is solved. It is the will that leads on, again and again, the flagging laws of suggestion, till at last the stubborn memory yield up the desiderated prisoner. It is the will that orders the reflective powers to encamp before some "high argument" until, like Fabius, it

conquers by delay. And all this is perseverance. Perseverance therefore, the invincible, is the will. Energy is the will, and promptness is the will, and until you have subdued the will you have neither of these powerful allies. Take therefore the weakest mind, as weak as water, and give it a disciplined will, and like that water, its importunate drops will wear away the stone. A good mind without a will, compared with a weak wind with a will, is the fable of the hare and the tortoise.

This brings us to the last and most important inquiry, can the will be cultivated? and if so, how? As long as we find that our own wills and the wills of others grow stronger, or weaker, we need not delay on the first question. Of course the will has appropriate food, or it could not grow. Now this will-food is motives, motives of pleasure, motives of profit, and motives of duty. Perhaps, philosophically speaking, it should be said that motives are the occasions rather than the food of the will, for self-activity is as much the essence of the will as of any other function of mind, and hence it, too, only needs occasions of action.

Therefore in educating the will, it must be our *first and constant aim to ward off all occasions of dissipation or distraction*. As far as we can, we must seek to keep the mind in the line of one pursuit at a time. Hence in directing the studies of pupils it is important to prosecute all study by topics. Thus the affections are excited; then when attending to another topic, the very contrast is a stimulus, and occasion of steadfastness. Another result of such study is the habits which are acquired. The intellectual inefficiency of most scholars is more owing to inconstancy than to infirmity of will. Their wills act by percussion rather than a steady traction. Their energy is in jets instead of a constant stream. They are "bird-witted," "unstable as water" and hence cannot prevail. Simply, they are wilful, not willing. The true medicine for such minds is mathematics; its short steps of reasoning, its undeviating consecutiveness, and its stern demand that nothing future shall be known, until the past has been mastered, all these qualities make it admirable for vacillating minds. Having learned to take the short steps of mathematical reasoning, they will soon be qualified to take the longer ones of moral reasoning.

Another rule for educating the will is to interest the mind. Attention is not only easy when we are interested, but an interested attention is an interested will. To this rule I will append another thought. One way of interesting the will is to master whatever you are at. The will is stimulated by the hope of conquest. It is too much like a spirited horse, defeat makes it balky. This remark allies the first and sec-

ond rules, it implies one thing at a time and an interest in mastering it, and this combined action is a powerful tonic.

Another rule for educating the will is to excite faith. Men, as a general thing, are able to do what they are willing to do, for where there is a will there is a way, and men are willing to do what they believe they can do. The reverse at least is true, *no man can will to do what he believes cannot be done.* Now there are many things which conspire in exciting faith or in sustaining it when it has been excited.

Among these are cheerfulness, good humor, kind feelings, emulation, praise, success, prizes, promises, etc. Every successful instructor uses one or more of these, and that instructor, who can use most, is the best instructor. You will see that there is a wide range here of ingredients of power. A wise Teacher will study his pupils, and the subjects of instruction, that he may find opportunities of nourishing a hopeful state of mind among the scholars. Let general good will prevail, and let success be the rule. The will is more energized by mastering one subject, than by worrying over a score. Emulation is healthful in all, and merited praise and promises will be useful in most instances. I will only take time to mention one more rule. *When you have warded off dissipating influences, and have excited faith, then ply the conscience.* Make the pupils feel that those things which can be done, ought to be done. And again, make them realize that the sense of duty is more persistent, and more powerful, in subjugating a recalcitrant will, or steadying its vacillations, than any considerations of interest or pleasure—"Bene précasse est bene studuisse," was Luther's motto—to have prayed well is to study well.

The following are some of the points which have been considered: The nature of will, its powers, its relations to the different intellectual faculties, and the means of cultivating it. Will was defined as that faculty, by which the whole soul is directed and energized towards one point. Of its power it was simply affirmed that its limits could not be defined, but facts were cited to show that its control was almost marvellous. In relation to the intellect, it was shown that the will sharpened attention, gave accuracy to perception, enforced and enlarged the memory, purged abstraction, confirmed the march of reason, and acted as a balance wheel on the judgment. The rules laid down for cultivating the will, after having shown that energy, promptness, and the much lauded perseverance, were only several phases of the will, were—first, ward off distractions, teach one thing at a time, cultivate cheerfulness,

conquer as you go, and above all seek to infuse faith, for faith is the main spring of volitive action.

I should like to have introduced other phases of this subject, to which I did not even allude, and would have been glad to have treated more extendedly and articulately some that I did introduce, but "modus in rebus." I will close by briefly summing up the happy results of a cultivated will. In the *first place*, it gives a mind the command of *all its time*. It is astonishing how much time is wasted by people who have never made up their minds. They are the people of many promises and few performances—Coleridge's beginning 40,000 treatises and finishing none. While making up their minds which of two things they will do, they do neither; between the duck and plover they hit neither. Like the king of Prussia, unable to decide between their white and black hats, they walk out bare-headed. While a vacillating pupil is making up his mind what to do, a prompt pupil does it. The will is the only procrastination-proof time-safe. In the *second place*, a will thoroughly disciplined, gives a man the command of *all his talents*. It is the only authoritative power that can summon the soul's languid or vagrant faculties. It is your recruiting serjeant, assembling your scattered forces. It is your commander urging on the wavering columns of attention and reason, till the point is carried, like Macdonald's charge at the battle of Wagram. In the *third place*, it gives a man the command of *all his opportunities*. Whatever may be a pupil's future pursuits, whether professional, mechanical or business, time will be mainly dismembered, and therefore a string of opportunities rather than a continuous flow. Now nothing makes these occasional minutes so valuable as a disciplined will; a will which enables a man to turn his attention at once, and energetically, to the fortunate occurrence. Half an hour a day would make the possessor of such a will a better scholar, in four years, than it makes one fourth of our College students in their collegiate course. If, therefore, you would have your pupils live long, cultivate the will. If you would economize your pupils' powers of mind, cultivate their wills. If the triumphs of perseverance, or the trophies of application charm you, cultivate the will; or if there is any other blessing in the gift of a concentrated, self-possessed, constant purpose, cultivate the will. For the will is the mind's autocrat.

KENYON COLLEGE HISTORY.

Philander Chase, D. D., was consecrated Bishop of the Protestant Episcopal Church, in the Diocese of Ohio, Feb. 11th, 1819. In our State there were then but five Episcopal clergymen, including the Bishop. In Bishop Chase's first address to the Convention, reference is made to the establishment of a College, "for the education of young men in natural, moral and religious science," and especially intended for the training of candidates for the ministerial office. Thus early had the conviction forced itself upon the mind of this far-seeing man, that our clergymen, to be in the highest degree useful, must be "sons of the soil;" that in the midst of this wide-spread, active West, the Church could train up the most earnest, devoted men to minister at her altars. But whence were to come the funds to found a Theological Seminary in the wilderness? In Cincinnati were 20 communicants, in Columbus 8, in Cleveland no house of any kind. Episcopal visitations were performed on horseback, and ministerial services in most of our parishes were "few and far between."

The cry for help went forth to the East, but there also were the means small, the wants great, and the response was feeble. To God, too, was raised the cry for aid. As many have believed, in direct answer to the prayer, came the thought into the Bishop's mind, "Go to the land of your fathers; appeal to the Church of England." With characteristic energy and promptness, he set sail October 1st, 1823. He was going to an unknown land, on an errand unpleasant, unprecedented. Just before he left, powerful opposition from persons from whom he expected sympathy and assistance, had arisen, and when he reached England, he found that his opponents were there in advance of him, and that misrepresentation, prejudice and antagonism were to be encountered. But, prayerful and hopeful, he went on; obstacles were surmounted, opposition was neutralized, and success attained. He returned in August, 1824. In June, 1825, the Convention ordered that the Seminary be opened for the reception of pupils, as soon as possible, at the Bishop's residence near Worthington, Franklin Co., O. The Institution had been incorporated as a Theological Seminary, but, in 1826, the President and Professors of Kenyon College, were empowered to confer degrees in the arts and sciences. The College was thus

named from one of its most eminent and liberal English friends, Lord George Kenyon.

In 1826, 8000 acres of land, lying in Knox county, were purchased of William Hogg, Esq. of Brownsville, Pa., and by unanimous vote of the Convention, the site of the Theological Seminary and Kenyon College was fixed, forever, upon such part of these lands as the Trustees of said Seminary and College may select. The Bishop pitched his tent on Gambier Hill, near where Kenyon College now stands, in June, 1826, and the work of clearing and building began. The tent referred to was thus built:—"Two crotched sticks were driven into the ground, and on them a transverse pole was placed, and on this pole were placed the boards, inclining to the ground each way. The ends or gables to this room, or roof shelter, were but slightly closed by some clap-boards. rived on the spot from a fallen oak tree."

In just one year from the time that the tent was raised, the cornerstone of the present College building was laid. Rev. I. Morse, then, as now, Rector of St. Paul's, Steubenville, preached the sermon upon that occasion.

The early part of 1828 was spent in Washington, endeavoring to procure some assistance from Congress. A bill, to grant to the College one township of land, passed the Senate, but failed in the House. At this time the expenses of students, for board, tuition and incidentals, (covering every thing but books, stationery, and clothing,) were—Candidates for Orders, \$50 per year; Grammar School pupils, \$60; Collegians, \$70. The members of the first graduating class, five in number, received the degree of A. B. in 1829.

In 1831, Bishop Chase resigned the Bishopric of Ohio, and the Presidency of the Theological Seminary and College. Differences of opinion exist as to the necessity and propriety of this step. Pamphlets were published on both sides, and the subject was discussed with earnestness, if not with acrimony.

Bishop McIlvaine was President of the Seminary and College from the time of his consecration, in 1832, to 1840; at which time the affairs of each institution were entrusted to a separate faculty, the Bishop still remaining the head of the Theological Seminary.

Lorin Andrews, A. M., entered upon the duties of the office of President of Kenyon College in January, 1854. Since that time the number of students has doubled; an increased measure of confidence, both in the discipline and instruction, has been gained. The future is bright

and hopeful. Our only need is, greater accommodations—additional buildings. These our prosperity requires.

Bishop Chase has entered into his rest. To some extent, it may be said of him, "that he labored, and others entered into his labors;" but as long as Kenyon's spire points heavenward, so long as lasts the hill whose summit the Institution crowns, or the rock of which it is built, so long should Episcopalians in Ohio, should graduates of Kenyon College, revere the memory of Bishop Chase.

Financial condition of buildings and Libraries,	-	-	\$106,578
Value of unsold Lands,	-	-	68,000
Vested Fund,	-	-	80,000
			\$254,578
Indebtedness, --	-	-	4,600
Amount of Property, productive and unproductive,	-	-	\$249,978

SUMMARY OF GRADUATES.—Whole number, regular and honorary, 265; Alumni in course, 204; Clergymen from Seminary, 79; Clergymen from College, 62.

LIST OF PRESIDENTS.

Rt. Rev. Philander Chase, D.D., Founder, and President	
of the Theological Seminary,	- - - 1825-26
And Kenyon College,	- - - 1826-31
Rt. Rev. C. P. McIlvaine, D.D., D.C.L., President Theo-	
logical Seminary and Kenyon College,	- - - 1832-40
President Theological Seminary,	- - - 1840 —
Rev. W. Sparrow, D.D., Vice President of Theological	
Seminary and Kenyon College,	- - - 1834-40
David Bates Douglass, LL.D., Pres't of Kenyon College,	- 1840-44
Rev. Samuel Fuller, D.D., Provisional President of Ken-	
yon College,	- - - 1844-45
Rev. Sherlock A. Bronson, D.D., President of Kenyon	
College,	- - - 1845-50
Rev. T. M. Smith, D.D., President of Kenyon College,	- 1850-54
Lorin Andrews, A.M., President of Kenyon College,	- 1854 —

PRESENT FACULTY.

THEOLOGICAL SEMINARY.

- Rt. Rev. Charles P. McIlvaine, D.D., D.C.L., Oxon., President.
 Rev. Thomas M. Smith, D.D., Milnor Professor of Systematic Divinity, and Professor in Biblical Literature.
 Rev. M. T. C. Wing, D.D., Professor of Ecclesiastical History.

Rev. John J. McElhinney, A.M., Professor of Sac. Rhetoric, Church Polity, and Pastoral Divinity.

John Trimble, A.M., Instructor in Hebrew.

COLLEGE.

Lorin Andrews, A.M., President, and Professor of Moral and Intellectual Philosophy, Political Economy, etc.

John Trimble, A.M., Professor of Ancient Languages.

Hamilton L. Smith, A.M., Professor of Chemistry and Nat. Philosophy.

Benjamin L. Lang, A.M., Professor of Math. and Civil Engineering.

Francis Wharton, A.M., Professor of English Literature and Law.

Henry D. Lathrop, A.M., Adjunct Professor of Ancient Languages.

D. Brainard Ray, A.B., Tutor in Latin.

Moses Hamilton, A.B., Tutor in Mathematics.

C. George Currie, Tutor in Greek.

William Grauert, Teacher of French and German.

SUMMARY OF STUDENTS.—Theological, 11; Seniors, 10; Juniors, 13; Sophomores, 20; Freshmen, 39; Grammar School, 70—Total, 163.

1856.

CALENDAR.

July 30.	Commencement,	-	-	-	-	Wednesday.
Sept. 11.	Autumn Term begins,	-	-	-	-	Thursday.
Dec. 17.	Autumn Term ends,	-	-	-	-	Wednesday.

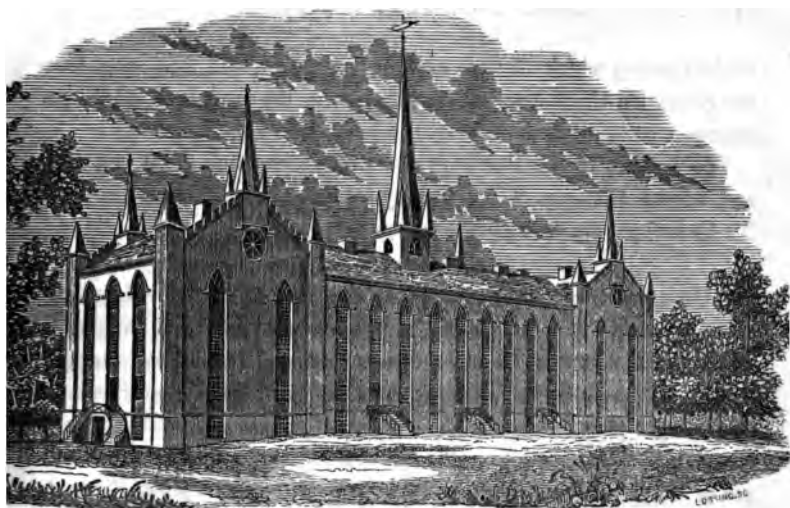
1857.

Jan. 2.	Winter Term begins,	-	-	-	-	Thursday.
Ash Wednesday, Matriculation day.						
Mar. 25.	Winter Term ends,	-	-	-	-	Wednesday.
April 9.	Spring Term begins,	-	-	-	-	Thursday.
July 1.	Spring Term ends,	-	-	-	-	Wednesday.
" 1.	Commencement.					

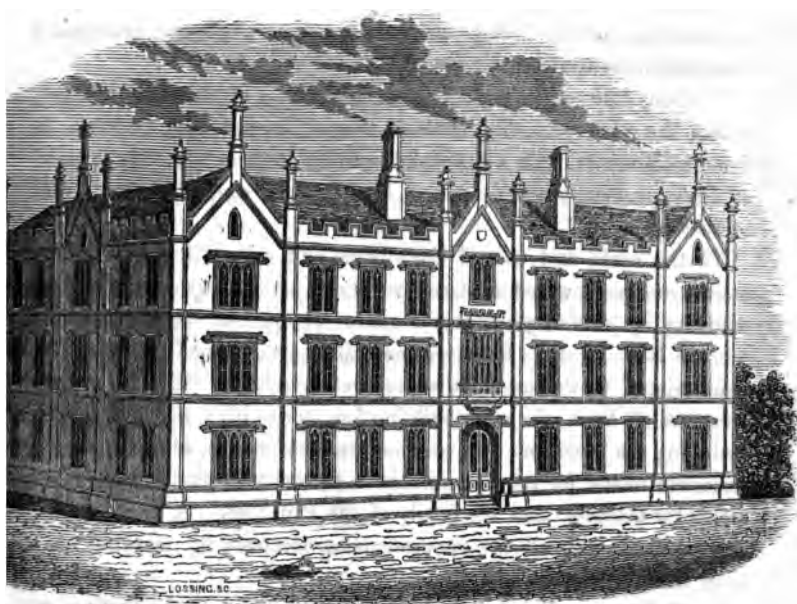
EXPENSES.

Board, from	-	-	-	-	\$80 to \$100 per year
Tuition, in advance, at the beginning of each session, -	-	-	-	-	30 " "
Room rent, -	-	-	-	-	12 " "
Deposit for damages, -	-	-	-	-	3 " "
Washing, -	-	-	-	-	10 " "
Fuel and lights, -	-	-	-	-	8 to 15 " "
					\$143 to 170 " "

Students board themselves at from 90 cents to \$1.00 per week. Those having the Christian ministry in view, can secure scholarships, by which their tuition is paid, and if approved after a probation of 20



K E N Y O N C O L L E G E .



B E X L E Y H A L L .

weeks (during which all their expenses are paid), will receive aid from the Education Committee of the Diocese, to the amount of \$125 per annum.

The Library of the Seminary and College contains 6000 volumes; and in the Libraries of the literary societies, the Philomathesian and Nu Pi Kappa, are about 5500 volumes.

BUILDINGS.

"On a knoll somewhat elevated above the plat of the village, and about a quarter of a mile north, is the new and beautiful building of *Bexley Hall*, intended for the accommodation of Theological students. About 500 yards in the opposite direction, and near the southernmost point of the plateau, stands the more massive and venerable edifice of *Kenyon College*, fronting north, and overlooking, with all the advantages of its peculiar position, the valley and stream of Vernon River, to the distance of several miles in all directions. This building is of plain stone, 190 feet long and four stories high, including the basement; with battlements, pinnacles, belfry, and a spire 117 feet high. The grounds around it, which are well shaded and beautifully sloped in every direction except the north, are embraced, with Rosse Chapel and the dwellings of the College officers, in a park enclosure principally composed of natural forest trees.

"About 200 yards north, and a little west of the College front, within the park enclosure, is Rosse Chapel, a substantial building, in Ionic architecture, with a basement room for lectures, etc. It is used on Commencement occasions, and is capable of containing from 1000 to 1500 persons."

To the north and east of the village, and some distance from the main street, embowered in trees, mostly of artificial growth, and commanding an ever-varying, ever-beautiful prospect of the valley of the Vernon River, with its forest-crowned hills beyond, stands *Milnor Hall*, appropriated to the use of the preparatory school. This is a plain structure of brick, the main building four stories high, the wings three, including the basement. It contains students' rooms, with chapel, and recitation rooms, for the accommodation of about 50 pupils, with apartments for teachers, and the family of the Principal. A dining hall is also attached, with all the appurtenances necessary for carrying on a large boarding-house.

In addition to these public buildings, belonging to the Institution, there are seven private dwellings, furnished to the Professors free of rent, owned and kept in repair by the College.

AUGUST, 1856.

L.

OBJEKSJONZ TW FONETIK SPELIW ON ÆE SKOR OV ETIMOLOJJI.

Az ðe adopson ov Fonetik spelij iz wun ov ðe mōst praktikali yūsful laborz hwiġ kud be undertakn, we must not be surprizd tu find ðat it atraktet ðe atenjon ov ðe mōst praktikali mīnded men in ðe Yūnited Stats. Benjamin Frapklin himself skeġt æt a skem ov fonetik spelij, and in a bref leter hwiġ he haz left us on ðe subjekt, haz, in a veri fū wurdz, dispozd ov ðe objekson hwiġ woz sūr tu be rāzd agenst it on ðe skor ov etimolōji. "Etimolōjiz," sez he, "qr at prezent veri unserten; but suġ az ða qr, ðe old buks wud stil prezerv ðem, and etimolōjists wud ðar find ðem. Wurdz, in ðe kōrs ov tīm, ġanj ðar menipz, az wel az ðar spelipz and pronunsiajonz, and we dō not luk tu etimolōji fer ðar prezent menipz. If i jud kēl a man a nav and a vilen, he wud hqrdli be satisfj d wið mī telij him ðat wun ov ðe wurdz ōrijinali signifj d onli a lad er servant, and ðe uder an under plōman, er ðe inhabitant ov a vilaj. It iz bī ðar prezent yūzāj onli ðat ðe menij ov wurdz iz tu be detērmind."

But, eldō ðis argumēt iz el-konvinsij tu ðe praktikal man, ðe skol-ar, and espesali ðe skolar hō haz bin tet on ðe yūgual klasikal skōl and and yūniversiti sistem ov instrukson, wud not be satisfj d wið it. He wud rekwiŕ uder konsideraajonz, fer tu him ðe wurdz in ðe prezent spelij dō reali konva a nōjon ov ðar ōrijin, er at eni rāt hav everi aperans ov sō dō-ij. But i hē iz it ðat ðe spelij informz him and duz not inform a pōson: hō iz ignorant ov Latin and Grek. Na, mōr, i hē iz it ðat ðe wurdz hwiġ qr not derjvd from Latin and Grek sōrsez but from ðe Anglō-Saks-on, dō not betra ðar ōrijin tu him at a glāns. Hē iz it ðat ðe mer Latin and Grek skolar iz unabl, from ðe ertografi ov ðe wurdz in ðe Lerdz Prar, tu tel ðe histori, derivaajon, and menij ov mōr ðan tō er tře, az tres-pasez, temtaajon, deliver, glōri, and evn her wil mōst probabli be in eror, az he ma be inkljnd tu giv tu ðe Latin hwot belopz tu ðe Freng. i Duz not ðis sō him ðat ðe spelij alōn duz not giv ðe rekwiŕd informaajon, but onli ðe spelij in konekajon wið muġ uder lērnij; and ðat dōz hō akwiŕ ðis lērnij wil elso sek æt, not mērlī ðe prezent, but ðe stil older fōrm ov ðe wurd, in fōrt, el ðe historik trāsez ov ðe wurd hwiġ ða qr abl tu dis-kuver, and ðat ðe gratest erorz ma be komited from a hasti konklūgon drōn from a nolej ov wun er tō laggwājez onli, and ðe mer luks ov ðe wurd.

Æe prezent spelij, ðen, duz not giv ðe etimolōji er histori ov a wurd, and hens bī ġanjij ðe spelij we dō not depriv pōsonz ov eni etimolōjikal benefits. Etimolōjists wil hav ðe sām yūs ov ðe prezent and older spelipz az ða nē hav, and dōz hō qr unabl tu studi etimolōji fer ðemselvz — and ðis iz ðe grater pōrt ov mankjnd — wil tak ðe konklūgonz ov etimolōjists az ða nē tak ðem, wið ðis adijonal advantāj, ðat ðe etimolōjikal informaajon wil be akumpanid wið a fonetik eksplanaajon, joij hē ðe ōrijinal wurd kam, bī ðe lez ov sēnd, tu lōz its old and ġan its nū fōrm. Trō etimolōji wil ðus hav bin brēt tu līt, and distingwiŕt from ðe fels etimolōji ov ġramar. It wil be fēnd tu del wið wurdz ðemselvz and not wið ðar aksidental ertografiz.

Nō wun, from ðe spelij alōn, fer egzāmpl, kud trās ðe sljtest rezemblans betwen an Inglij, Freng, Latin, Grek, Sanskrit, Zend, er Hebrō wurd. Æe diferens ov alfabet efektyuali konselz ðe konekajon. It iz not til ða qr redyust tu sum yūniform and konsistent ertografi ðat ðe konekajon bekumz āpārent, and ðen, onli āfter a fonetik studi. Hens filolōjists qr nē kontēt tu admit wið Zevaler Bunsen, ðat "ðe tēori ov etimolōji sōz itself inseparabl from ðat ov fonolōji."

EDITORIAL DEPARTMENT.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER VI.

DEAR CHILDREN :

Well, here it is September, and I must have a talk with my thousands of good little children. We have had a very cool and pleasant August, and I hope that you have enjoyed your vacation very much. One thing that has made it pleasant for me, is the fact that some of you have written me very nice and interesting letters. I have read them with a great deal of satisfaction, and I would print them in the Journal, if I had room. Besides those mentioned in the August number, I have received letters from the following little folks: Franklin A. Buss, Oneida, Carroll County; Maggie and Lizzie M'Lellan, Washington. There are forty towns in Ohio which are called "Washington," and as they do not give the County, I do not know where Maggie and Lizzie live. Elizabeth, Forestfield, Fayette County. Hattie Arnets, West Jefferson—County not given.

I hope to receive a great many letters in September.

As it is still vacation at the Blind Asylum, I will write to you this time about the *Penitentiary*, or *State Prison*. The building is very large, and is built of Ohio marble. It contains the Warden's house, the office and guard rooms, and about seven hundred cells, where the prisoners are locked up at night. There are very large buildings in which are shops, where a great many kinds of mechanical work are carried on. These buildings, and the walls, which are very high, inclose a square of about six acres. The prison and the walls are so strong that it is very difficult for a prisoner to escape. This is, however, some times accomplished by those who are very cunning.

One day this week, with my children, Sarah and Georgie, I visited the prison. We spent an hour within its walls. It is very sad to see so many men shut up there for having committed crimes. At present there are about six hundred in the prison, of whom 148 are from Hamilton County, 59 from Cuyahoga, 49 from Lucas, and 26 from Franklin. Many of the counties furnish but one prisoner each. Only 155 are natives of Ohio. The rest are from other states and foreign countries. Some of them are aged men, who have been kept there many years.

About 100 of them are boys, under eighteen years of age. Nearly 450 of them were men of intemperate habits, and committed their crimes when under the influence of ardent spirits. Only one half of them can read and write, and a little more than one third of them are married.

It is dreadful to think that more than 100 of them were sent to the prison for committing murder or manslaughter. More than 300 are there for stealing,—70 of them for stealing horses. About 50 were guilty of counterfeiting, or passing counterfeit money. The others committed forgery, robbery, bigamy, and various other crimes. About 40 have been sentenced for life, that is, they must stay there till they die. One half of them are sentenced for three years or less.

During the year 1855, 121 left the prison on expiration of sentence, 23 were pardoned by the Governor, 9 escaped, and 8 died.

Children, did you ever see a zebra? If you have, you know about how the prisoners look, for they are all dressed precisely alike, in brown and white striped satinets, each stripe being about an inch and a half wide—the stripes “running round.”

They all, excepting such as are sick, are obliged to work hard every day excepting upon the Sabbath. Manufacturers hire them in large numbers, and pay the State for their services from 40 to 60 cents a day. Mr. Hayden employs 150 men in the manufacture of all kinds of saddlery. “The Ohio Tool Company” have a hundred men engaged in making carpenter’s, joiner’s, and cooper’s tools. “Hall and Brown” have one hundred employed in the manufacture of agricultural instruments. The Messrs. Day have 20 men at work, making all kinds of wooden type. About 100 of the prisoners are employed upon the new State House.

Their food is coarse, but substantial. Their drink, I think, is water and nothing else; and if the poor fellows had never drunk anything stronger than water, but few of them would now be in prison.

At night they are locked up in little miserable cells, about six feet long and three or four feet wide. When they are sick they are placed in the hospital, where they receive all needed attention. The Physician of the prison visits them every day, and gives directions in regard to their care, medicine and diet. At all times the prisoners, whether well or sick, are treated, under the present rules and regulations of the prison, with much kindness. Still it is a dreadful thing to be shut up in such a place. Every body looks upon it as the deepest disgrace to be sentenced to such a prison. The prisoners are not allowed to speak to each other, or even to look at one another. They are forbidden to

speak to visitors on any subject, or even to their keepers without special permission. They can neither send nor receive letters till after the Warden has read them.

In my next I will tell you more about them.

Good-by, for a month.

EDITOR.

CURRENT EDUCATIONAL NEWS.

A T H O M E.

The Commencement at Marietta College was held July 31. The degree of A.B. was conferred on *fourteen* graduates. The degree of A.M. in course on *six*. The honorary degree of A.M. on Amos G. Sears, Principal of the Academy at Gallipolis. The degree of D.D. on Rev. Prof. Geo. E. Day of Lane Seminary, and Rev. Joseph Eldridge, of Norfolk, Conn.

We have received the Annual Report of the Board of Education of the Town of Akron. Our limited space must exclude much that we would like to say in regard to it. It represents the School generally, under the Superintendence of Mr. H. B. Foster, and the efficient aid of his assistants, as having attained a highly creditable state. It complains of irregularity of attendance—the average total enrollment for the year being about 800 and the average daily attendance about 500.

Receipts for the year, ...	\$5581 07
Expenditures, ...	4596 21
Paid Teachers, ...	\$1777 42
Balance in Treasury, ...	13449 46

We regret to learn that Mr. Foster retires from the profession of a Teacher where his labors have been so eminently successful. Without any attempt to draw upon the mere excitability of either scholars or parents, he has relied upon the quiet, unnoted influence of high scholarship and the unswerving exactitude of daily performance. Whatever doubts may have obscured his beginning, his ending has left no reasonable doubt, that his place of teaching is the true one.—*Summit Beacon*.

EXAMINATIONS IN TRUMBULL COUNTY.—The last examination of Teachers took place at Empire Hall, on last Friday. The whole number of applicants examined at the several public examinations since April 1st, 1856, was 304. Of these 76 failed of obtaining certificates. Three received certificates for two years. Twelve for 18 months. Thirty-six for one year. Fifty-four for 9 months. One hundred and twenty-three for 6 months. Which makes in the aggregate 1,662 years of school teaching. The Schoolmaster hereafter will be abroad in Old Trumbull. Judging from the number of failures, it would appear the present examiners are more rigid than formerly. The examinations it is said, have been conducted with great fairness and impartiality, by Messrs. CLARK, HARRINGTON and GRIFFIN. The Lady and Gentlemen applicants have exhibited this

season a more thorough and complete preparation than two or three years ago, which is both creditable to themselves and gratifying to the public.—*Ex.*

SIDNEY UNION SCHOOL.—The work on the building for this school is progressing rapidly, and is to be completed early next winter. It will be a substantial and handsome building, sixty-four feet wide and ninety feet long, three stories above the basement, fitted up in the most approved style, at an expense, including the ground, of about twenty-two thousand dollars.

The Board of Education have elected as Superintendent, the Rev. Joseph Shaw, late Teacher of the Classical Department in the Bellefontaine Union School. Mr. Shaw is a gentleman of mild manners, solid scholarship, and considerable experience in teaching, under whose management an efficient school may reasonably be expected.

BUCYRUS.—The *Bucyrus Journal* speaks in high terms of the brightening prospects of the Schools in that village, and pays a merited tribute to their wide-awake Superintendent, Mr. Hopley. Mr. H.'s successful efforts to promote the circulation of the *Journal of Education*, lay us under obligations to him.

INSTITUTES.—The past month has been prolific in Normal Schools and Teachers' Institutes throughout Ohio. The unusually fine weather—cool and clear—which prevailed throughout August, has contributed greatly to the success and pleasantness of these occasions.

We have been present, for brief periods, at those held in Urbana, Wilmington, Greenfield, and Bellefontaine. Our engagement at Eaton would have been met but for severe, though brief, illness. Our friends in Cambridge must excuse our failure to be with them, as a previous engagement required us to be in Clinton and Highland Counties at the time designated.

The *Champaign County Normal School* was held in Urbana, and continued four weeks. Mr. A. C. Deuel, assisted by Messrs. Forest and Baker, conducted the exercises. The rules of a well regulated Normal School were applied, and regular recitations had. Tuition of \$5 for males, and \$3 for females, was charged. About 90 pupils were in attendance. Evening lectures were given by Messrs. Barney, Vaughn, and Smyth.

The *Clinton County Institute* was held at Wilmington for one week. Mr. D. F. DeWolf, of Tiffin, as Principal, was assisted by My Messrs. Parker and Whitcomb. The number in attendance was not large, but much interest was manifested. Public lectures were given by Messrs. DeWolf and Smyth.

The *Logan County Institute* was held for one week at Bellefontaine. Prof. David Parsons, and Messrs. Lukens, Shaw, Miss Whley and others, conducted the exercises. Public lectures by Messrs. Parsons and Smyth. One hundred Teachers were present, and the exercises passed off in a spirited and highly satisfactory manner. Twenty-four new subscribers to the *Journal of Education* were received, which, with the twenty-two previously on our books, carries Old Logan eleven above the assessed number—therefore we shall not "weep for Logan."

The *Highlanders* held, for three weeks, an Institute at Greenfield, and had an exceedingly good time. Mr. William Moony had spent much time and money in getting up the enterprise, and though the number in attendance was not as large as was expected, every thing went off to the pleasure and profit of all concerned. Mr. DeWolf, of Tiffin, was there two weeks, and Messrs. Jaquith, of Xenia, Moony, Chamberlin, Hibden, Moore, Jones and others, formed a corps of Teachers such as any Institute might be proud of. Mr. Christin, of Cincinnati,

gave an interesting course of lectures on Pestalozzi, and his system of Teaching. Public lectures were given by President Andrews of Marietta, Messrs. DeWolf and Smyth.

The Institute at *Eaton* was under the direction and instruction of Mr. Ogden, of the McNeely Normal School. President Andrews of Marietta, attended that at Cambridge. We hear a good account of the five weeks' Institute at Lebanon. Under the charge of the Principal of the S. W. Normal School it could not but be successful. We have heard, with great satisfaction, that the clouds that, for a while, had hung over "that goodly mountain and Lebanon," have passed away, and that "amicable relations" have been restored. Good! "Blessed are the peace-makers, for they shall be called the children of God."

In regard to the Institute held at Perrysburgh, our esteemed friend and former "true yoke-fellow," Francis Hollenbeck Esq. writes, under date of Aug. 23d: "Our Institute numbered about 70 attendants, and the proceedings gave very high satisfaction. I think that we never held an Institute in this valley the results of which were so favorable as in this instance. Most of those present desired to continue it another week. It was conducted on a different plan from those hitherto held. The Institute was divided into classes, and regular recitations had."

P. S.—Since writing the above we have received the *Perrysburgh Journal*, and, from an interesting account of the Institute, take the following:

"F. Hollenbeck Esq, A. B. West, E. W. Lenderson, E. G. Bradley, and their associates and co-workers in North Western Ohio, are doing a work for the public that is of the greatest importance. No portion of the State can boast of more devoted friends to education, more competent and zealous teachers, than the North West; and, all things considered, no section of the State is as far advanced. Long may the educational benefactors of the North West live to enjoy the fruits of their labors and the blessings of an educated and grateful people."

Among the resolutions passed are the following:

"*Resolved*, That every Teacher of Ohio should *subscribe, pay for, and read* the Ohio Journal of Education, and as many other works of an educational character as possible.

"*Resolved*, That we, as Teachers, consider "boarding round" not only injurious to the health of Teachers, but exceedingly detrimental to the advancement of pupils."

The two counties represented in the Institute—Lucas and Wood—practice what they preach about subscribing for the *Journal*, for 183 copies there are taken.

A B R O A D .

AMERICAN INSTITUTE OF INSTRUCTION.—This useful association held its twenty-seventh annual session in Springfield, Mass. For several years past it has attracted a large share of attention on the part of educators, and is exerting a very much needed and excellent influence. The association was cordially welcomed to the city by the Mayor, and a generous social entertainment was given by the citizens. The proceedings consisted of reading of papers by members on topics previously assigned, relating to some practical aspects of teaching, and discussions on various other subjects. Many of the most eminent Professors and Presidents of Colleges were among the number. President Walker, of Harvard, made an admirable address, urging the principle of Free Education

with much force. An elaborate discussion of the question of the relative importance of Ancient Classical and Scientific Studies to an American System of Instruction, was carried on between Prof. Lincoln, of Brown University, in the affirmative, and Thomas Sherwin, Esq., of Boston, in the negative. A lecture was given by John Kneeland, Esq., of Roxbury, Mass., on the Objects to be aimed at in Teaching. William Russell read a paper making suggestions in regard to the operation of the Institute. Prof. Haven gave a lecture on the importance of the study of Mental Philosophy.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION held its sixth annual meeting at Detroit, Aug. 13 and 14. The papers which were read, and the discussions that followed, were marked with unusual ability. One topic of peculiar interest occupied the attention of the Association, and elicited an earnest discussion;—the subject of the establishment of Graded Schools, from the Common School proper to the University, in its highest and most extended sense. The discussion established the fact that some of the finest scholars, the most earnest thinkers, the most indefatigable workers in the educational field, in every part of the country, without concert, had studied, and thought, and worked out the same results, all tending to the conclusion that the time had come for a decided advance in the character and extent of the education that the State was bound to provide for her youth.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.—This distinguished body has been holding its tenth annual session at Albany, during the past month, attended by a greater number of members, scholars and savans than has ever been gathered before. The exercises of dedicating the new Dudley Observatory, the State Geological Hall, and the expected presence of some eminent men of science from Europe, may have contributed to augment the attendance; though there has been a growing respect for the association, as well as confidence in the utility of its discussions and influence, for many years. As the only association of the kind in this country, it creates a desirable bond of union and inter-communication between scientific men in different parts of the country, and furnishes one of the best possible means of testing their value and bringing to light the discoveries and speculations going on among us. In its scope, the Association is not unlike the British Royal Society, and may achieve for science something of the admirable results which that venerable organization has effected. The presence of foreign scholars which had been expected, was not vouchsafed.

The Association was divided into two principal sections—one for Mathematics, Physics and Chemistry, and the other for Natural History and Geology. Prof. Bache was made chairman of the first section, which met in the Assembly Chamber; and Prof. W. B. Rogers, of Boston, of the other, which met in the Senate Chamber.

One of the first exercises was a most elaborate and curious paper from Prof. Peirce, of Harvard, on Potential Arithmetic. Prof. Bache gave a valuable sketch of the Coast Survey: Prof. Dana, of Yale, read an elaborate paper on the Plan of Development in the Geological History of North America. The following programme of subjects will show the extent and nature of the investigations carried into operation:

SECTION OF MATHEMATICS, PHYSICS AND CHEMISTRY.

1. On the next appearance of the Periodical Comet of thirteen years; by Dr. Peters. 2. Conclusion of Paper on Potential Arithmetic; by B. Peirce. 3. On Ammonia in the Atmosphere; by E. N. Horsford. 4. On the Possible Modifica-

tion of the methods of ascertaining the density of the earth; by Stephen Alexander. 5. Investigation and Calculation of the results of a general process of causation; by John Paterson. 6. On the Law of Human Mortality; by C. F. McCoy. 7. Analytical Discussion of the motion of a body under the action of central forces; by Benjamin Peirce. 8. On Acoustics as applied to public buildings; by Prof. Henry. 9. Notes on the Progress made in the Coast Survey, in prediction tables for the tides of the Coast of the United States; by A. D. Bache. 10. On the History and Theory of the instruments known as retoscopes, gyroscopes, etc.; by W. B. Rogers. 11. On various Cyclones of Typhoons of the North Pacific Ocean, with a chart showing their course of progression; by W. C. Redfield.

SECTION OF NATURAL HISTORY AND GEOLOGY.

1. On the Volcanic Phenomena of Kilauea and Mauna Loa, and on the dynamical theories of earthquakes, etc.; by C. F. Winslow. 2. Exhibition of living Gar-pikes; by J. E. Gavit. 3. Notes on the Geology of Middle and Southern Alabama; by H. Winchell. 4. On some Points in the Geology of the Upper Mississippi Valley; by James Hall. 5. Parallelism of Rock Formations in Nova Scotia, with those of other parts of America; by J. W. Dawson. 6. Proof of the Protozoic Age of some of the altered rocks of Eastern Massachusetts, from fossils recently discovered; by W. B. Rogers. 7. On Carboniferous Reptiles; by Jeffries Wyman. 8. Permian and Triassic Systems of North Carolina; by Ebenezer Emmons.

TO CORRESPONDENTS.

A subscriber to the *Journal*, after expressing general satisfaction with its management, says: "But I think it would be more acceptable if it contained fewer advertisements, and more reading matter."

To this criticism our reply is, that every number contains thirty-two pages of reading matter, as directed by our State Association. And if we had not one advertisement, the reading matter would not thereby be increased.

We have received several letters, giving directions in regard to sending the *Journal of Education*, which are destitute of that important feature—a date. They wish their Journals sent to "THIS PLACE." We repeat what we have before said, that our knowledge of Geography is not sufficiently extensive to tell in what precise township, county and state "this place" is located. We have wearied our eyes in searching the Atlas and Gazetteer, all to no purpose, and we must beseech our friends to enlighten us on this subject. And since many post offices have names different from the towns in which they are located, and since many townships in Ohio bear the same name, it is necessary that the name of the County, as well as that of the Township and State, be given.

Our friends in Washington county, who inquire of us whether the School Law prescribes the number of days which make a school month, are referred to the State Commissioner, Hon. H. H. Barney, Cincinnati. We are not a Doctor of Laws, and our opinion on any such subject would be without official weight and authority.

The gentleman who writes from ———, requesting us to inform him if we "know of no school as wants one to teach them the comon brantches," is respectfully informed that we don't know of no such school nowhere in these regions. "Comon brantches" are not taught in any schools of our acquaintance. We would suggest to our correspondent the expediency of getting up a Select School, whereby he would escape the impertinence of a Board of Examiners.

THINGS PERSONAL.

THE REV. ISRAEL W. ANDREWS, President of Marietta College, and one of the most efficient members of the O. S. T. A., has received from Williams College the degree of Doctor of Divinity.

LORIN ANDREWS, A.M., President of Kenyon College, and the father of our School Law, has been chosen President for the ensuing year of the "American Association for the Advancement of Education."

HON. I. J. ALLEN has resigned the Presidency of Farmers' College.

E. D. KINGSLEY, A.M., late Superintendent of the Schools in Marietta, has accepted the same office in the Schools of Columbus. Salary \$1200

MR. WM. T. HAWTHORN has resigned the Superintendence of the Schools in Franklin, Warren County, O., and MR. C. C. NESTLERODE has committed the same act in respect to Fostoria, Seneca County, O. We hope that both these gentlemen will be induced to remain in our State, for they are just such men as we can not afford to spare

MARTIN D. FOLLETT, A.M., has been chosen Superintendent of the Public Schools in Marietta, Washington county.

A. B. CORNELL, A.M., has accepted the Superintendence of the Schools in Putnam, Muskingum County.

JOHN G. STETSON, A.M., late Principal of the Columbus High School, has been appointed Principal of the Schools at Walnut Hills, Ohio.

MR. THOMAS H. HERDMAN, late of Antrim College, has been appointed Principal of the Union Schools in Greenfield, Highland County.

MR. ALEXANDER BEALL has been appointed Principal of the Union Schools in Franklin, Warren County.

MR. J. H. HOLTON has been appointed Superintendent of the Union Schools in Upper Sandusky, Wyandot County.

MR. E. G. BRADLEY has accepted the appointment of Principal of the Union Schools in Bellevue, Huron County.

MR. SAMUEL S. WILLIAMS has been appointed Principal of the Schools in Hanging Rock, Lawrence County.

MR. J. B. SELBY has been appointed Principal of the Schools in Fredericktown, Knox County.

MR. B. B. MCVAY has been appointed Principal of the Schools in Chesterville, Morrow County.

MR. J. ALVIN SLY has been appointed Principal of the Schools in Huron, Erie County.

MR. WILLIAM HILL has been employed as Assistant Teacher in the Union Schools of New Philadelphia, Tuscarawas County.

MR. W. J. SAGE, of Chillicothe, has been appointed Principal of the High School in Steubenville, Jefferson County.

HON. F. W. SHEARMAN, late Superintendent of Public Instruction in Michigan, and the Hon. Ira Mayhew, the present incumbent of that office, are the candidates of their respective parties for re-election.

MR. GEORGE M. DEWEY has taken charge of the Union Schools in Buchanan, Michigan.

REV. A. G. HIBBARD has taken charge of Salem Academy, Kenosha County, Wisconsin.

PROF. NEWTON BATEMAN has engaged as agent for the Illinois State Teacher's Institute.

HON. JOHN D. PHILBRICK, Commissioner of Schools for Connecticut, is recovering from protracted illness.

REV. JOSEPH SHAW, late Classical Teacher in the Bellefontaine Union Schools, has been appointed Superintendent of the Public Schools in Sydney, Shelby County.

MR. H. SMITH, late of Fort Wayne, Indiana, has become Principal of one of the Schools in Hamilton, Butler Co.

MILLARD FILLMORE and JOHN C. FREMONT, formerly respectable School Teachers in Buffalo and Charleston, have retired from the profession.

VIEWS AND REVIEWS.

SELF-CULTURE IN READING, SPEAKING, AND CONVERSATION. By Miles Sherwood. A. S. Barnes & Co., New York; H. W. Derby & Co., Cincinnati; and D. B. Cooke & Co., Chicago.

The subject presented in this work is one of no secondary importance. Good reading and speaking are accomplishments as valuable as they are rare. And as an aid to the acquisition of all necessary knowledge on this subject, we think this work possesses marked excellences, and we commend it to the attention of Teachers, and of all who would improve their elocution.

THE PLYMOUTH COLLECTION OF HYMNS AND TUNES, for the use of Christian congregations. A. S. Barnes & Co., New York.

The compilation and arrangement of this work is one of the innumerable exploits of the Rev. Henry Ward Beecher. Upon its first appearance, six months ago, the more conservative of the religious Press pitched into it with a perfect vengeance. They fairly scoffed at its claims to public regard, and left untried no effort to array public opinion against it. Quite recently the book came into our hands, and we have given it a somewhat careful examination. Whether its music is all that it should be, and whether the book is perfectly adapted to use in Church services, we are not prepared to say. On this point we distrust our qualifications to judge. But as a collection of "psalms and hymns and spiritual songs," we know not of its equal. Such a variety and amount of lyric poetry—hymns so expressive of all doctrines and truths, and adapted to every condition of spiritual life, can, we believe, nowhere else be found in a single volume. Buy the book, O reader! It will do you good.

EDUCATIONAL ESSAYS. By E. Thompson, D.D., LL.D. New Edition. Swormstedt and Poe, Cincinnati.

Dr. Thompson is one of the men whom we respect for talent and learning, and

love for the possession of a sweet and gentle Christian temper. These *Essays* are like their author, earnest, persuasive and beautiful. They discuss questions of deep interest and importance, such as CLOSE THOUGHT,—CONFLICTS OF LIFE,—MENTAL SYMMETRY,—MORAL EDUCATION, and ORIGINALITY. It is a work that all Teachers should possess. Would you make your friend a valuable and acceptable present? Send him (or her) these "*Essays*."

LETTERS FROM EUROPE, ETC. By E. Thompson, D.D., LL.D.

This is another good book, by the same Publishers as the *Essays*. It is exceedingly readable, and whoever takes it up will be likely to hold on to it till he reaches "*Finis*."

CHRONOLOGICAL HISTORY OF THE UNITED STATES, arranged with plates on Bem's principle, by Elizabeth P. Peabody. New York: Sheldon, Blakeman & Company, 115 Nassau st. 1856.

The plan of this work is new. It attempts to aid the acquisition of historical knowledge by the use of maps, or colored plates. Formerly Geography was studied by merely verbal descriptions of boundaries, rivers, etc. Atlases were not used, and all ideas of topography were vague and uncertain. So in history. To remember statements and written facts is more than most minds are able to do. This work adopts an "ingenious representation of time, on a chart so divided and subdivided that any year of the 2500 in the ancient chart, or of the 1850 of the modern chart, can be discriminated at once by the glance of the eye. It brings the outlines of the story of humanity into the mind of the youth, through the sensuous fancy, at that age when impressions are indelible." In short, the chart is to the study of History what the map is to the study of Geography. We have not given the work such a degree of attention as to qualify us to speak positively in regard to its merits. This much we will say, it is worthy of the careful examination of all Teachers.

A SYSTEM OF PHYSICAL GEOGRAPHY, ETC. By D. M. Warren. Philadelphia: H. Cowperthwait & Co. 1856.

Reader, did you ever meet D. M. W.? Well, we will venture the remark that you never dreamed that so social and jovial a fellow would ever seriously set himself down to write a book. But he has done it, and, we think, with much success. It is a large quarto, and contains 92 pages. It is arranged logically, written in superior style, and embellished and illustrated by very fine engravings, maps and charts.

THE TEACHER'S GUIDE TO ILLUSTRATION. A Manual to accompany Holbrook's School Apparatus. By F. C. Brownell. Hartford.

Here is another of the "books that are books," and we regret that our narrow limits forbid our giving it the notice which its merits demand. We wish that all Teachers would procure and examine it. Its cost is small, but its suggestions are of great value. All Teachers, of whatever grade their schools may be, will find this a most useful and instructive manual. Address F. C. Brownell, Hartford, Conn.

SARGENT'S STANDARD READERS. By Epes Sargent. Boston: Phillips, Sampson & Co.

We have heard of an Irishman who repeatedly raised his gun and aimed at ducks upon the river; but finally shouldered it, and went home without once firing. When asked why he did not shoot, he replied, "Faith, an' as iver I would be getting a good aim at one bird, another would be after coming between

me gun and that, so I had no chance to fire, at all at all." It is a good deal so with us in regard to books. As soon as we get our eye on one good book, another comes along to divert our attention. But, as another Irishman said of his wife, who weighed 300 pounds, "you can not have too much of a good thing." Sargent's Series consists of a Primer and five Readers, arranged for learners at every stage of progress. Our examination of these books has not been thorough. But so far as we have formed an opinion in regard to their merits, it is altogether in their favor. The selections have evidently been made with great care, judgment and taste.

The Standard Speller, by the same Author and Publishers, has been received but not examined.

FIRST LESSONS IN ENGLISH COMPOSITION. By Mrs. Spencer Smith, of St. Louis, Mo. Boston: Hickling, Swan and Brown. 1856.

What multitudes of youth there are who can pass a satisfactory examination in Grammar and Rhetoric, but who can not write a respectable composition. And aware of former failures in this matter, the idea of getting up a composition soon becomes to them a terror. To aid learners in overcoming difficulties, various works have been prepared within a few years. The "Lessons" of Mrs. Smith will, we think, achieve great popularity with Teachers and Pupils. It is admirably adapted to induce the learner to *think*, and to *understand* the principles of language, and their use for the appropriate expression of ideas. (Note.—We have received notice of the coming of a package of books from the above named Publishers, but the books themselves have not yet—Aug. 20—arrived.)

FAMILIAR SCIENCE, ETC. By R. E. Peterson. Fifty-ninth Thousand. Applegate & Co., Cincinnati.

This very valuable work has for some time been before the public. Its object is to explain the common phenomena of life,—the philosophy of facts with which all are familiar, but which few understand. Its conception is clear and logical, and its execution admirable. It is worthy of a place in all schools and in every family.

PERIODICALS.

The American Journal of Education and College Review—New York—for July, is a most excellent number. Among the contributors for this month are Rev. Henry Ward Beecher, and President Andrews of Marietta. Terms \$3.00 per annum. Address N. A. Calkins, 348 Broadway, New York.

Ladies' Christian Annual, James Challen, Editor, Bulletin Building, Third street, Philadelphia. Price \$1.00 per year. This is a periodical of great value. While it is entirely free from sectarianism, it is eminently *Christian* in its tone and spirit. We wish that its refining and elevating influence might be felt in all families.

The Ladies' Wreath and Parlor Annual for August is, like each of its predecessors, a pleasant and profitable work for the family circle. Burdick and Scovill. 108 Spruce street, New York.

The Student and Schoolmate—Edited by N. A. Calkins and A. R. Phippen, New York. Published by them, and by Robinson & Richardson, Boston. This is a work for children, though all may peruse it with profit. Every number contains articles worth more than the annual cost—one dollar.

The School Fellow—Dix, Edwards & Co., 321 Broadway, New York. This is another of the numberless periodicals which are designed for the reading of

children. We have seen but one number, and can only say that it appears to be well adapted to interest and instruct the little folks. It is profusely illustrated with fine wood cuts.

Woodworth's Youths' Cabinet, 118 Nassau street New York, has been a favorite in our family for the last six years. We never have seen a more useful, lively, and attractive Journal for "the little ones at home." \$1.00 per annum.

Type of the Times.—Semi-monthly, Longley Brothers, Cincinnati. This spirited advocate for a reform in our orthography, etc., holds on its way with a zeal worthy of its object. We wish that it might find a patron in every Teacher.

The several State Educational Journals all maintain their well established reputation for talent and zeal. We regret to learn that the largest (*in pages*), of them all, and the only one of them all which is accustomed immoderately to puff itself—is deeply involved in pecuniary embarrassments. Since it is the organ of three different States, and receives liberal governmental patronage, with a very large advertising support, its embarrassments surprise us. We hope for its future prosperity. It certainly possesses many excellencies, and its habit of self-laudation is only as a small speck on the sun. *Without* this speck it would be more beautiful, but *with* it its beauty and value are very great.

Barnard's American Journal of Education we have not received since May.

CATALOGUES.—We have a score of them on our table, which we intended to notice in this number, but the crowded state of our pages compels us to defer such notice till our next.

A PRACTICAL SCHOOLMASTER.—We once heard of a committee's interfering with and turning out a schoolmaster, for committing enormities, in the way of illustrating his lessons. It appears that he had enlisted the minds of the pupils in Natural Philosophy, and tried to get some apparatus, but he was told to do the teaching, and leave the nonsense. But nothing daunted, he got some apparatus himself and told the boys if they would bring a mouse or two the next day he would show them the effects of nitrogen upon them. The next day came the committee, to reprove him, because forsooth, the boys in their eagerness to learn, had been up all night trying to catch mice for their master, and disturbing the house! He promised to do better, but when he came to Astronomy he committed a more atrocious crime—for being deficient of an Orrery, he took the biggest boy in the school, and placing him in the middle for the Sun, told him to turn round slow on his axis as the Sun did; he then placed a little fellow for Mercury; next to him a girl for Venus; then a representation of the Earth; then a fiery little fellow for Mars, and so on, till he got all the planetary system arranged, and explained to each how fast he was to turn on his heel as he went round his orbit. Then giving the signal, the Sun commenced revolving; away went the whole team of planets around him, each boy keeping in his proper distance from the centre, trotting with the proper velocity in his orbit and whirling around in due proportion as he performed his revolution. It must have been a rare sight, and a lesson which the boys retained; for do you think, my dear Sir, that John, who represented Mercury, would ever forget that he had an easy time walking round the lubber in the centre; while Will, who represented Herschell, must have been out of breath in scampering around his orbit?

But the boys did not forget the lesson, neither did the master; they danced, but he paid the piper! for, horrified, the committee dismissed him at once; he had been teaching, for aught they knew, the dance of the Turkish dervishes.—*Ex.*

THE CIRCULATION OF THE JOURNAL.

It will be remembered that our plan for increasing the circulation of the *Journal*, as presented at Mansfield, was rejected by the Association. Since that time we have indulged little hope of making the *Journal* self-supporting for the present year. We have, however, received over 200 new subscribers, and we hope that September will greatly increase our list.

The following Counties now stand above par, i. e., they furnish a greater number of subscribers than the assessment, already published, called for. We give the names in the order of the support which they give the *Journal*. The figures represent, not their whole number of subscribers, but their excess above the number assessed: Lucas 96, Athens 90, Warren 75, Clermont 73, Seneca 52, Huron 41, Wood 39, Preble 19, Lake 16, Highland 15, Logan 11, Jefferson 10, Madison 8, Brown 3, Pickaway 3, Williams 1, Erie 1, Stark 1. Eighteen out of our eighty-eight counties are at par, or "more so." Of the remaining seventy, Butler, Champaign, Clinton, Defiance, Fayette, Franklin, Lawrence, Muskingum, Portage, Sandusky and Vanwert are but from 1 to 8 below par.

Of the towns, Fostoria, with a population of 900, gives us 63 subscribers, while Chillicothe, with 9,000 souls, gives us none. We had one subscriber there for a while, but he has recently left.

Do not fail to read our new advertisements. The MASONs and MERRIAMs are out with a new abridgement of Webster's Dictionary. HICKLING, SWAN and BROWN advertise several works of interest and value. H. COWPERTHWAIT & Co. announce their long promised work on Physical Geography. The APPLETONs call attention to their new High School Geography. J. H. COLTON & Co. advertise their several Geographies, and announce their forthcoming American School Geography. MORRIS COTTON calls attention to his interesting works for Amusement and Instruction. J. H. ROLFE repeats his liberal offer of premiums etc., which do not fail to read. J. B. COBB & Co. advertise White's Geography and Record. We have not seen these works, but we know their author, and since a good tree can not bring forth evil fruit, we feel authorized to recommend them. Read the announcement of Mr. Heyl in regard to Esther Institute, also of the Teacher who wants a School, and the School which wants a Teacher.

HONOR TO WHOM HONOR.—Shakspeare, or somebody else, has remarked that "comparisons are invidious." Very likely they are, but we can not very well help making them sometimes. And at the peril of getting "scratched," we must say that some folks are better than others. For example: Our old friend, John Smith, jr. of Stringfellow County, O., wrote us, last January, that we might depend on his County for 239 subscribers to the *Journal*, in case we would become its Editor. But to this day he has sent us but two names, and one dollar. But in one of the Southeastern Counties of our goodly State, there lives a *Young* man whom we had never met, and who was under no obligations to us, either by promise or otherwise. Well, our *Young* friend has, of his own accord, sent us 117 names and 117 dollars. Self-moved he has sent us \$10.50, which is $1\frac{1}{2}$ per cent of his salary, to be applied to the funds of the O. S. T. Association. All this he has done unsolicited.

While at Mansfield we received from him a note, from which the following is an extract:—"The fates are again against me: a fourth time am I kept from the Association. A year and a half ago was befogged on the river; a year ago was sick; six months ago my friends were sick; and now, after making all preparation for an early start yesterday morning for Mansfield, you may imagine my disappointment at being kept at home by chills and fever."

We hope that the next attempt of this earnest Athenian may be successful, and that, in December, we may see him at our annual meeting.

THE
Ohio Journal of Education.

COLUMBUS, OCTOBER, 1856.

ASSOCIATE EDITORIAL.

OHIO FEMALE COLLEGE.

The beautiful collegiate structures which are arising in all parts of the State, are witnesses not only of the enterprise and liberality of their founders, but also of a deep, settled interest in Education, pervading society to an extent which justifies such generous investments.

The above lithograph affords a good representation of one of these noble structures in South-Western Ohio. It is situated at College Hill, a most beautiful village six miles north of Cincinnati. The site of this village is on the extreme limits of the plateau which environs the valley of the Ohio River, 550 feet above its waters. It is highly diversified with hills, ravines, groves, meadows and forests. The dwellings are all neat and tasteful, each situated in the midst of generous grounds and embowered in shade. The public buildings are numerous and in good taste, especially the College above named, the Presbyterian Church, and the Hall of Agriculture; the latter located upon the "Model Farm" of the Farmers' College, and unsurpassed for its elegant architecture. Altogether, the scenery of College Hill strikes the stranger as unusually interesting and lovely.

The structure here represented occupies the site of the original college built in 1849, and burned in 1854. This fine structure has sprung up within the last eighteen months from the ashes of the former, and is nearly thrice larger, and far better constructed for the purpose designed. All the improvements of modern art have been laid under contribution for the convenience, comfort and healthfulness of its apartments. It stands upon an eminence surrounded on all sides, save one, by a deep ravine, where pure and copious streams of water abound. It consists of a main central building and two wings, forming three sides of a

quadrangle 145 feet in length and 80 in depth. The massive walls are constructed of 950,000 brick, four stories in height. The observatory surrounding the whole is 96 feet above the ground, and contains a telescope equatorially mounted, and affords a view of landscapes indescribably beautiful and luxuriant, to a wide extent.

A minute description of the building, including the apparatus for warming, lighting, ventilating, watering, etc., would fill a volume; but we may give fairly an outline of these arrangements in an extract from the seventh annual catalogue, now before us.

"A copious circulation of pure air in every dwelling or sleeping apartment is not only eminently salutary in itself, but is also an indispensable condition to the success of all other sanitary measures. To secure this we have spared no pains or expense. Through the agency of steam, the entire atmosphere of the building is renewed as often as twice in every hour! A copious current of pure air enters at the top of a distant tower, pervades a cool subterranean passage 200 feet in length, enters chambers beneath the basement, is there attempered by the mild radiation of steam pipes, and thence arises by numerous flues to every part above, filling the house with a summer air in winter and a winter air in summer—never *dried* and *burned* as it were by contact with the red-hot iron of furnaces and stoves. The boilers whence the steam is supplied for warmth and motive power, are placed in a separate building near 200 feet removed from the buildings which they warm."

The arrangements for gas-lighting, watering, extinguishing fires, sewerage, cooking, &c., are all equally elaborate, and justify us in pronouncing this edifice superior to any hitherto erected in this country west of the Alleghanies.

The Professional Department under the direction of Prof. Wood and his Lady, has always aimed at substantial attainments in science and literature, rather than the showy and ornamental, seeking meanwhile to give to each department its due consideration. Deeply impressed with the unsettled and indeterminate state of our collegiate schools in regard to the liberal education of females, the variety of standards, the indefiniteness of degrees and titles, and the consequent worthlessness of Diplomas, the Faculty of this college have labored assiduously during the last two years to introduce uniformity in the practice of all our colleges for females in regard to these important matters.

Perhaps we shall be pardoned, therefore, for presenting here, in closing this article, the course of study pursued in this Institution, and the standard of qualification requisite to the attainment of the Degrees,

hoping that our coadjutors in female education will read, ponder, and either *amend* or *adopt*.

PREPARATORY STUDIES—FIRST YEAR.

First Term.—Mental Arithmetic, Modern Geography, History of the United States, Reading, Spelling, Writing.

Second Term.—Written Arithmetic, English Grammar, Watts, Reading, Spelling, Writing.

Third Term.—Written Arithmetic, English Grammar, *Reviews*, Reading, Writing, Spelling.

SECOND YEAR.

First Term.—Latin Grammar, Familiar Science, Arithmetic, Reading, Spelling, Writing.

Second Term.—Latin Reader, Arithmetic, U. S. Government, Reading, Spelling, Writing.

Third Term.—Latin Reader, First Lessons in Botany.

Reviews.—Reading, etc.

Scripture Lessons semi-weekly. Exercises in Composition weekly, both years.

COLLEGIATE COURSE—JANITOR.

First Term.—Algebra, General History, Bible Geography, Genesis, Job, Gospels.

Second Term.—Algebra, Botany, Ancient Geography and Mythology, Genesis, Exodus, Gospels.

Third Term.—Book-Keeping, Botany.

Reviews.—Leviticus, Numbers, Gospels.

Compositions and Readings throughout the year.

TEMPLAR.

First Term.—Geometry, Intellectual Philosophy, Botanical Analysis, Drawing, Deuteronomy, Joshua, Judges, Gospels.

Second Term.—Geometry, Rhetoric, Drawing and Perspective, Ruth, Samuel, I Kings, Acts and Galatians.

Third Term.—Algebra, Physiology.

Reviews.—II Kings, I Chronicles, Psalms, Acts, I Corinthians, Thessalonians.

Compositions, Rehearsals through the year.

JUNIOR.

First Term.—Trigonometry, Natural Philosophy, Logic, Psalms, Titus, I Timothy, II Corinthians.

Second Term.—Chemistry, Ecclesiastical History, Criticisms in Cowper, II Chronicles, Proverbs, Eccl., Cant., Romans, Acts.

Third Term.—Zoology, Moral Philosophy.

Reviews.—II Chron., Esth., Ephesians, Phil., Col., Philem, James. Poetical Efforts, Rehearsals, through the year.

SENIOR.

First Term.—Astronomy, Political Economy, Criticisms in Milton, Isaiah, Jeremiah, Hebrews, II Timothy, I Peter.

Second Term.—Geology, National Theology, Evidences of Christianity, Jeremiah, Ezekiel, II Peter, Jude, John.

Third Term.—Physical Geography (Guyot,) Butler's Analogy.

Reviews.—Daniel to Malachi, Revelations.

Essays, Lessons in Music, vocal or instrumental; Crayon, Oil Painting, optional through the year and course.

SUPERADDED CLASSICAL COURSE—GRADUATES.

First Term.—Cæsar, with Latin Syntax, Greek Grammar, Surveying, with Trigonometry.

Second Term.—Cicero's Orations, Greek Reader, French Grammar and Reader.

Third Term.—Cicero, Greek Testament, French Reader, *Reviews.*

SUPRA GRADUATES.

First Term.—Virgil, Greek Testament, La Henriade, De Stael's Germany, Latin Prosody and Scanning.

Second Term.—Virgil, Calculus, German Grammar and Reader, Kame's Elements of Criticism.

Third Term.—Virgil, or Anabasis, German Literature, Lord's Modern History.

Translations, Essays, Scripture Exegesis through both years. Music vocal or instrumental at pleasure.

DEGREES.

Graduates in the Collegiate Course of Study are entitled to the honors of the first Degree: the Baccalaureate, entitled *The Laureate of Arts*, (L. A.)

Graduates in the Superadded Classical Course are entitled to the honors of the second Degree; the *Crown Laureate*, entitled the Laureate of Literature, (L. L.)

A. W.

SCHOOL MACHINERY.

Every school has of necessity some kind of machinery by means of which its movements are regulated, and order and study secured. The variety of instrumentalities employed in the school room, is, probably, as great as in any other department of labor. Each agency has its zealous advocates, who claim for it superiority over all others. The "Schools" in school discipline are about as numerous as in theology.

The primitive agent was the *rod*. Even in the days of *Addison* its use was nearly universal—not only to improve the English boy's manners, and lop off the unnecessary shoots of his depravity, but also to awaken his understanding, quicken his dullness, and barb his genius. He was *switched* on the track of rectitude, and, it is to be feared, as frequently "*switched off*." His careless *a* in writing was feruled into the intended *o* (oh!). Even the false quantity of his *Latin* verse was correctly measured on his cranium; but, to his great favor, the meter was generally *Adonic*.

To this primitive machine have been added many inventions and improvements, though its use, the thought of which so haunted *Steele* for more than twenty years after his release from school, is by no means one of the "*lost arts*." In cases of emergency, the rod will, doubtless, ever be regarded as a *sine qua non*. The other extreme in school forces is *love*. The child is won from his waywardness, his enthusiasm kindled, his stupidity healed, and his soul warmed into an intense desire for success, by the potency of affection and good will. The inventor of love as the *true art* of school discipline, deserves more fervent gratitude than a *Fulton* or a *Watts*.

The medial agent—and one in pretty general use—is the *tongue*. Of all school forces this is the most potent. It combines the *fear* of the rod and the *charm* of affection. In its magic tones is a power strong enough to quiet the rage of a maniac, and in its discords and irritations lurks a demon, possessed of evil spirits enough to convert any school room into a pandemonium. It can flatter a stupid fellow into the belief that he is a prodigy, and put his sluggish soul into quite a *brisk* movement for fame; or it can sting the sensibilities with derision and shame, until the inflammation *consumes* every aspiration and hope of success. The "armed pedagogues," which were such a terror to *Steele*, are impotent for mischief, compared with the *Xanthippes* of

equally ancient fame. Another agency in the education of youth—without giving its relation to those already mentioned—is what may well be termed the *motive power*. Motives of personal reward, pride, self-respect, honor, ambition, duty, etc., are held up before the youthful mind, as a stimulus to effort. Neither the rod, the tongue, nor the love of his teachers, influences his conduct, or shapes his character. He studies neither through fear of, nor love to his teachers; but either to attain personal ends, or to acquire the ability of doing great future good to others. The potency of proper motives, as a means of school discipline, should not be overlooked; but the *nature* of the motive used, should be considered with great care. The selfishness of the human heart needs no special culture. Its aims and aspirations, on the contrary, need elevating and enlarging—the great motive for influence is *duty*. One has well said, that the motive truly glorious is when the mind is set “rather to do things *laudable*, than to purchase reputation.” To give an increase of force and weight to the influence of correct motives upon the young, the fear of the punishment, consequent to an improper course of conduct, is doubtless a valuable auxiliary. It was a custom among some of the ancient Greeks to make their slaves drink to excess, and then expose them to their children, that by this means they might receive an early aversion to a vice which makes men brutal and monstrous.

These embrace, we think, the principal agents, or forces, used in the school room. The system of rules and usages—the peculiar mechanism, by means of which these forces are applied and combined into a system of culture and discipline, constitute what we mean by the machinery of a school. The forces used by different teachers are frequently the same, while the means of applying them vary greatly. There is, however, sufficient similarity in the machinery of different schools to give rise to what are called “systems.” This similarity, however, pertains more to the means of ascertaining *how* the machinery of the school works, than to the parts and adjustments of the machinery itself.

One of these systems is known as the *monitorial*, and applies chiefly to the government of the school. We remember distinctly our first introduction to a large Graded, or Union School. At the right and left of the teacher sat the *two* monitors, with pencil and paper in hand, noting the whispering and other cases of disorder among the scholars. It was to us a novel scene. The teacher, relieved from the care of the school was giving his “undivided attention” to a recitation. It seemed a regular gala-day for the rogues, who, with eyes on monitors, vied

with each other in adroitness and cunning. The fellow who could cut up the most pranks and not get "spotted," considered himself the hero of the day. When fairly detected, and the monitor was about "to clap him down," all his skill and practice was brought into requisition to establish a case of innocence. The monitor, on the other hand, who could make out the biggest list, was the most popular with the teacher, as it was an evidence of great faithfulness. As the monitors were excused from school duties there was a brisk competition for the post. We received the impression then—and a more intimate acquaintance with the system has but deepened it—that the monitor generally, instead of being a check, is the *occasion* of half the mischief he sees.

Another system is the *self-reporting*. Of this we have a more favorable impression; though in the hands of inefficient teachers it is, doubtless, the source of incalculable mischief. Temptations, at best, beset the pathway of every child; it would seem to be the duty of instructors to remove, instead of multiplying them: still, where the means of detecting a false report exist and are vigorously used, the very temptation overcome, imparts moral strength.

The popular sentiment of the school, thus fortified and supported, becomes a bulwark against falsehoods. Confidence in the truthfulness of children is one of the surest measures for making them worthy of it; at the same time, there should be the certainty of detection if false, and the strongest motives on the side of truth. To extend confidence to a child, and at the same time, strong temptations to abuse it, is almost certain to prove disastrous. In the self-reporting system there can, and always should be, the strongest influence in favor of truth-telling.

The system of marking recitations, used in most of our colleges, for the purpose of comparing the attainments of the different members of the class, proves a spur to its drones and a strong incitement to diligence. The class marks, in many colleges, constitute the basis upon which the college honors are conferred. At *West Point*, I believe, the honors are conferred upon the *joint* basis of scholarship and deportment. Attainments in study are there counteracted by disreputable behavior. For schools, the system of *West Point* seems greatly preferable. Why should the attainments and conduct of the scholar be divorced in the estimate of his scholarship?

A complete machinery is one of the distinctive features of a model school—a machinery simple, yet effective, combining every proper influence; but, after all, machinery is not success. Theoretical systems of education, however grand and imposing, without the vital power of the

living teacher pervading and energizing the whole enginery, are at best but splendid failures. The greatest machine in the school room is a *live, enthusiastic Teacher*.

CLEVELAND, August, 1856.

E. B. WHITE.

COMMUNICATIONS.

CORPORAL PUNISHMENT IN SCHOOL.

BY D. A. PEASE.

This is no new subject. Many able minds have examined it, but arrived at no satisfactory conclusion. So long as it remains an unsolved problem in the science of school-teaching, though some may regard it as trite and devoid of interest, and others as not susceptible of solution, I think we should not cast it entirely aside. To us Teachers it is a matter of great importance, since upon the manner of our disposition of it, depends in a high degree, our success in the profession.

Another consideration that would seem to bring this subject home to us, is the fact that many of the schools in the State have, with various results, been conducted, of late, on the principle that corporal punishment should never be inflicted upon pupils by their Teacher. This is certainly an innovation, if not an improvement in school-room discipline; as in former days the rod was believed to be the most needed article of school-room furniture; and it behooves all, in my opinion, — parents and directors as well as Teachers, — impartially to examine the whole matter, and endeavor to arrive at a proper conclusion. The Teacher especially, inasmuch as such a weight of responsibility is rolled upon him at the present day, should seek to know the truth in this particular; hence every instructor, — tyro as well as adept, — should garner up with great care, all the information in reference to school government, which experience or observation enables him to obtain. I say tyro as well as he that is skilled by practice, because it is the beginner that passes through the ordeal that is to test his fitness for the employment; and he, far more than the established Teacher, meets with incidents peculiarly adapted to call forth and exercise his powers of invention; and his experience, communicated to others who intend to become teachers, will benefit them more than the experience of adepts in the

profession. Let me not be misunderstood. I do not wish to decry the wisdom of the expert. What I desire to say, is, incidents occurring in the school-room of the impracticed Teacher, are much more instructive, if properly considered, than the experience of an instructor or disciplinarian, after that dignity settles upon him, which practice rightly had, seldom fails to confer. When a preceptor has, by toil, perseverance, faithfulness and repeated experiments, acquired fame as being successful in his profession, he manages his pupils with much less difficulty than attends the efforts of beginners to control their scholars. While in the latter case, the spirit of disobedience is continually manifesting itself, in the former, it is awed into submission.

Nor should a Teacher be satisfied with what information he may directly acquire on this point: he should often and carefully compare notes with other members of the profession. This remark may apply to every useful kind of information pertaining to the calling. In earlier days school *teaching* was comparatively unknown; what we style a Teacher was denominated a master; and the principal qualifications requisite in him, were the ability to distinguish between a spelling book and an almanac, expertness in the use of the rod of correction, and a willingness to teach or *keep* for a mere pittance. Then, School-masters were not under the necessity of comparing views and experiments, except in regard to the most efficient means for preventing their lawless pupils from expelling them from the school-room. Happily, in this age of progress and discoveries, that is but a second consideration. Now, pupils, like the three insatiable things mentioned in Holy Writ, constantly cry, Give, give, give! and Teachers cannot secure too many helps in the way of discharging their manifold, onerous, yet pleasant duties. Doubtless it was at least a partial realization of this truth by the pioneers of the educational cause, that led to the institution of those powerful aids called Teachers' Associations, than which perhaps nothing has done more towards elevating the calling to the dignity of a profession.

None will deny that children, whether at home or in the school-room, should be taught obedience; nor will any intelligent person affirm that good order is not indispensable to a scholar's proficiency. The great question is, can a school be duly governed without the use of the rod, strap, ferule or other similar instrument? Some people have singular ideas of punishment: they suppose that the term necessarily conveys an infliction of some kind of pain upon the physical system. I respectfully beg leave to differ from such an opinion. I hold that there are a

least two other sorts of punishment, and that of the three, the infliction of bodily suffering is, in most cases, the least successful. The disciplinarian that exercises the best control over his school, is he who has most effectually won the confidence, esteem and affection of his pupils. To such scholars there can be no greater, acuter punishment, than the consciousness that their conduct has brought upon them the displeasure of their Teacher. This the humane parent and instructor well understands; and to them an amplification of the point under consideration, were useless. But there is another class to whom the idea appears, simply, refined nonsense. They either have never known, or quite forgotten that man's moral nature is a harp of surpassing delicacy of expression; though in a state of carnality, every string of the instrument is untuned, and little issues from it but notes of discord and angry strife. "What!" they exclaim in astonishment, "do you mean to say that the hearts of hardened children and youth, who have the vilest of examples set before them at home and in the street, are susceptible of being moved and reformed by reason and the government of love?" I certainly do. But why that smile of contemptuous incredulity? The fact of such children witnessing so pernicious home examples, so far from strengthening your objection, renders their management by a skillful Teacher only the more feasible. They enter the school-room, expecting such treatment as they have ever received; and they deliberately resolve to brave the penalties that the instructor may inflict upon them, and continue in the way of perverseness. Now let that Teacher avoid calling their bad passions into exercise, but silently, perseveringly and faithfully work upon their better nature, — for the most abandoned possess good traits of character, however much a course of reckless viciousness may have concealed them, — let him earnestly strive to induce such pupils to feel that they have souls, and that he desires their well being, and it will not be long before the spark of goodness will brighten, and become a flame and consume the rubbish that now buries it deep from the sight of the cursory observer. Yes, I would much rather undertake to subject to wholesome control, a youth that has had his heart perverted by injurious examples at home, than one that has become hardened in vice despite wise parental training. If a Teacher should ever despair of reforming a wayward pupil, I think it must be when that pupil has steadily gone the downward road, notwithstanding the judicious restraints of a fond father, the moving entreaties of an affectionate sister, and the tearful advice of a loving mother.

But there is another mode of punishment, which, though less effect-

ual than that to which I have just referred, is more efficient than the infliction of bodily pain. I mean deprivation. By withholding from a disobedient pupil some privilege more or less valuable in his estimation, according to the degree of his viciousness, he will in the majority of cases, be led to see the unprofitableness and ingratitude of his course, and thus be brought into that state in which he can be affected by kind treatment. For example, if he is inattentive and mischievous at the recitation-seat, and he is proof, as you may judge, against reason, let him recite once or twice alone and after his mates have been dismissed. If he has behaved unbecomingly at recess, keep him in two or three times, while the other scholars are out at play: give him a recess by himself, and shorten it considerably. If he however grow only the more obstinate, other modes of punishment must be employed, more or less severe, as the case seems to demand. The *dernier resort* of the Teacher who will not use the rod, is suspension, or in case of utter incorrigibleness, expulsion. But to either of these methods, and especially to the latter, there are formidable objections. In case of suspension, the pupil gets behind his class. Now one of the greatest evils connected with schools, in the estimation of us Teachers, is irregular attendance on the part of scholars. We claim, and justly too, that if a pupil absent himself from school one day only, he receives an incalculable injury; because he thus loses the benefit of the explanation of some important principle; he is compelled to pass over something which he does not understand, or go into a class less advanced, in either of which cases, he becomes discouraged, loses his interest more or less in his school, and makes little progress in his studies. This is the way in which the majority of instructors reason. I know that there are Teachers, — how well they merit the name I leave the reader to guess, — who, like many parents, contend that a scholar may, if he be “smart,” stay out two or three days every week and yet keep along with his class; but in my opinion, only a moment’s investigation of the matter will satisfy any intelligent person that this is a fallacious assumption. If in arithmetic, for instance, the object is to enable the pupil to solve the examples, I grant that the assertion may be correct; but if, as we generally hold, it is the business of the student to get a knowledge of the *principles* upon which those problems are to be solved, the opinion has not truth for its foundation.

(Concluded in next No.)

“Lot pitched his tent towards Sodom,” and not a few young men are following his miserable example in the way of wine, cards and Sabbath-breaking.

THE SCHOOL-MA'AM'S FUNERAL.

I have just returned from a visit to the place of my nativity, among the green hills of the dear old Keystone State. Some people talk of their *New England* homes, as though he who is guilty of having been born west of the Hudson, could have no sacred memories which twine with affection around the scenes of his childhood. Blessed New England, I love thee, for in one of thy sweetest vales, my dear Father—now in Paradise—opened his eyes upon the light of this world; and upon a neighboring sunny hillside my incomparable Mother, upon whose head the weight of seventy years now rests heavily, first saw the beautiful sunlight.

But not there alone are home-circles and home-scenes pleasant. Hills as grand, mountains as towering, vallies, glens and dells as green and quiet, abound in Pennsylvania as can be found in our more eastern States.

“As the mountains are round about Jerusalem,” so they encircled the lovely valley in which I spent the first fifteen years of my life. It was far away from any city or village—a neighborhood of honest and industrious farmers. The church to which we went on the Sabbath was away over the western hills, four miles distant. The store and the Doctor were to be found six miles away, and in another township.

There we lived in Arcadian quietness, as peaceable, as unambitious a community as could be found in all the wide, wide world. The only gatherings which the children then had were at our rural school, which was “kept” just three months in the summer, and the same time in the winter.

I have said that from that former home I have recently returned, having spent there my late vacation. I had not been there for ten years. Many things there excited my interest. My Mother rode with me to the churchyard, to visit my Father’s grave. I wept as I listened to narrations of his conversation during his last days of earth. He was a noble Man, a true Christian, a kind Parent. He now dwells in the presence of “our covenant-keeping God,” as he was wont to call our heavenly Father. And in that enclosure I found the names of scores of men and women whom I had known a quarter of a century ago. They rest from their labors—the places which had long known them shall know them no more forever.

While tarrying in my native valley there came news that Mrs. Laura

Selden had died, and was that afternoon to be buried. Her late residence, and the place of her funeral, was distant ten miles from my Mother's, but I determined at once to attend. I had good cause for wishing to be present, and to weep with those who should weep beside her sepulcher. She was no relation of mine, and more than twenty years had passed since I had seen her. But once I had loved her with the ardent affection of a young boy's throbbing heart. *She was my first School-ma'am.* Thirty-five years ago last May, I had reached the age of five years, and Miss Laura Kingsbury was "hired to keep" our school.

My good brother Samuel hitched up his fine Morgan bays, and over the hills we made our journey to the town of Mendon, which we reached just as the funeral procession was entering the meeting-house. We entered, and taking a retired seat, I attempted to listen to the exercises. They sang, "Why do we mourn," etc., to the plaintive tune of China. The Minister read lessons from the bible, prayed and preached, but my thoughts took no part in the services. They were all away amid the scenes of my first summer's school. For an hour I lived over again those three months, thirty-five years ago. Oh! many tender and precious recollections came thronging into my mind, of my association with Miss Kingsbury, my first Teacher.

I was a slender boy, timid, exceedingly afraid of strangers. The morning came when school was to commence. My cousin Julia, — three years my senior, — called to accompany me. The school-house was a mile from my home, and I carried my dinner. As we went along, the birds sang sweetly among the beech and maple trees, — the grass was green and the leaves were fresh and beautiful. May flowers bloomed, and the morning was as delightful as could be wished. But I was sad, for my timid spirit failed me at the thought of meeting the "School-ma'am." I had not seen her, and Julia told me not to be afraid — that Miss Kingsbury would be good; but some of the large boys assured me that she would "lick me like fire-drive-it," and my poor little chicken-heart was inclined to believe what the boys said. Never a culprit entered a court with more distressing apprehensions than I experienced when I entered the school-room. But very soon all my fears took their departure, and before the time came for "the boys to go out," I felt quite at home there.

Miss Kingsbury was then about twenty years old, had taught school the previous summer. Her manner, though decided, was gentle and persuasive. She spoke with her pupils — about twenty-five in number — of her coming to teach them, of her hope that she should have a

pleasant school, how she wished them to be good children and to make improvement in learning. She then read in the bible and prayed with us. After that, she inquired our names and ages. She patted me on the shoulders, said I was her youngest pupil, a brave little fellow to come to school, and that she dared to say that I should be one of her best scholars. And that summer I gained a love for the school-room which has been an abiding affection with me ever since.

Days and weeks passed by, and soon came "the last day," as we used to call it. A happier summer I never spent, and "the last day" was one of grief and weeping with me. Oh! how much I loved that good school-ma'am.

I will mention some of Miss Kingsbury's traits as a Teacher, as they now dwell in my memory. It is true that I was too young to judge very correctly in regard to qualifications for teaching, yet the impression which I received then remains with distinctness on my mind.

She was prompt and exact. Although it was before the time of clocks in school-houses, she always began and closed school at the precise minute appointed. Her watch—the first I ever saw—was her guide. And such was her influence over her pupils that while she remained our Teacher, we next to never had a tardy scholar. In all her exercises she was systematic and orderly. Her rule was "Just Right." She often told us that we should try to do *exactly right*, and then we should fail of perfection; but if we tried to do *pretty well*, we should do very badly.

She was exceedingly *tasteful and neat in her "schoolhouse-keeping."* Our school-house was a pitiful little shell of a thing, without an entry, with slab seats, a fireplace that reached almost across one end of the room, guiltless of paint or plaster, the floor full of knot-holes, and the ceiling composed of a few loose boards which had never known a plane or nail. But Miss Kingsbury induced the boys to bring, every morning, maple boughs with which the crater of a fireplace was filled, and its sooty blackness hidden. Not far off there was a rocky hill, where grew an abundance of laurel bushes, their deep-green leaves interspersed with most beautiful and delicate flowers of white and pink. These, every Monday, we brought to the school-house, and Miss K. arranged them in the corners, and hung them from the joists, and in various ways disposed of them so as to make our old shanty of a room look really beautiful. Not many of us wore shoes, and if one came with muddy feet, he was required to visit the "run," a streamlet just back of the house.

She was kind and cheerful. She was strict and, when necessary,

could punish with severity, as a saucy boy one day found out to his sorrow. But she really loved her pupils, and delighted in seeing them happy. How well do I remember how kindly she talked to me the day I fell from the fence and slightly bruised my arm,—how she bathed it in the cold spring-water, and encouraged me to bear the pain without crying. A more happy disposition never blessed a human soul. Out of school, and sometimes in it, she was mirthful, ready to tell us funny stories, and never so pleased as when she saw us happy. She was very much of a wit, and well understood how to set us all laughing, when she chose. And I have noticed that those Teachers and Clergymen in whom there is a vein of pleasantry and humor, are generally the most successful, and most beloved. They possess the warmest and most benevolent hearts, and are most prompt and earnest in all their efforts for doing good. Find a person who is forever grave as an owl, who thinks it a sin to laugh, and you have before you a cold-hearted and ungenial being, whose want of lively sympathies disqualify him for usefulness. I have ever found that those who are most ready to rejoice with the rejoicing, are also most ready to weep with the weeping.

And such was my first School-ma'am. Many an incident arose in school which her ready wit turned to good account, making that old room for a minute ring with laughter, which would soon subside into a happy expression of countenance and a joyousness of heart which made our school duties all pass along pleasantly.

After the services at the church, or meeting-house, as they call it there, the coffin with its inmate was borne by "devout men" to the grave. The precious dust was committed to that home where it shall rest till the "mortal shall put on immortality." I wept as I turned away from that burial scene, not so much in sorrow for her death, as in tender recollections of her kindness to me thirty-five years ago.

Many excellent Teachers I since have had in schools of all grades, and among them some of the noblest and best men in our land, and to whom I am deeply indebted; but not one of them all does my memory love as my first School-ma'am. If I have any good qualities as a Teacher, to her, more than to any one else, am I indebted for the bias in that direction. My *first* impressions of School were of the right character, and I do firmly believe that the Teachers of *little* children, standing as they do at the sources of human character, occupy a position which demands the best talent, the highest qualifications.

SEPTEMBER 10th, 1856.

A. M. B. H.

SELECTED ARTICLES.

ARISTOCRACY.

BY. JOHN G. SAXE.

Of all the notable things on earth,
 The queerest one is pride of birth,
 Among our 'fierce Democracy !'
 A bridge across a hundred years,
 Without a prop to save from sneers—
 Not even a couple of rotten Peers,
 A thing for laughter, sneers and jeers,
 Is American Aristocracy.

Depend upon it my snobbish friend,
 Your family thread you can't ascend,
 Without good reason to apprehend
 You may find it waxed at the further end
 By some plebeian vocation !
 Or worse than that, your boasted line
 May end in a loop of stronger twine,
 That plagued some worthy relation !

Because you flourish in world affairs,
 Don't be haughty and put on airs
 With insolent pride of station !
 Don't be proud, and turn up your nose,
 At poorer people in plainer clothes,
 But learn, for the sake of your mind's repose,
 That wealth's a bubble that comes and goes !
 And that all proud flesh, wherever it grows,
 Is subject to irritation.

THE LOVE OF HOME.—It is only shallow minded pretenders who either make distinguished origin a matter of personal merit, or obscure origin a matter of personal reproach. Taunt and scoffing at the humble condition of early life affects nobody in this country but those who are foolish enough to indulge in them, and they are generally sufficiently punished by the published rebuke. A man who is not ashamed of himself need not be ashamed of his early condition.

It did not happen to me to be born in a log cabin, but my elder brothers and sisters were born in a log cabin, raised among the snow drifts of New Hampshire, at a period so early, that when the smoke first rose from its rude chimney, and curled over the frozen hill, there was no similar evidence of a white man's habitation between it and the settlements on the rivers of Canada. Its remains still exist, I make it an annual visit. I carry my children to it, to teach them the hardships endured by the generations which have gone before them. I love to dwell on the tender recollections, the kindred ties, the early affections, and the narrations and incidents which mingle with all I know of this primitive family abode. I weep to think that none of those who inhabited it are now among the living; and if I ever fail in affectionate veneration for him who raised it, and defended it against savage violence and destruction, cherished all the domestic virtues beneath its roof, and through the fire and blood of seven years' Revolutionary war, shrunk from no toil, no sacrifice, to serve his country and to raise his children to a condition better than his own, may my name and the name of my posterity be forever blotted from the memory of mankind.—*Daniel Webster.*

WATCH, MOTHER.

Mother! watch the little feet,
Climbing o'er the garden wall,
Bounding through the busy street,
Ranging cellar, shed and hall;
Never count the moments lost,
Never mind the time it costs.
Little feet will go astray,
Guide them, mother, while you may.

Mother! watch the little hand,
Picking berries by the way,
Making houses in the sand,
Tossing up the fragrant hay.
Never dare the question ask,
"Why to me this heavy task?"
These same little hands may prove
Messengers of light and love.

Mother! watch the little tongue,
Prattling eloquent and wild;
What is said and what is sung,
By the happy joyous child.
Catch the word while yet unspoken,
Stop the vow before 'tis broken;
This same tongue may yet proclaim
Blessings in the Saviour's name.

Mother! watch the little heart,
Beating soft and warm for you;
Wholesome lessons now impart;
Keep, O keep that young heart true.
Extricating every weed,
Sowing good and precious seed;
Harvest rich you then may see,
Ripening for eternity.

HEAVEN.—Were there a country on earth uniting all that is beautiful in nature, all that is great in virtue, genius and the liberal arts, and numbering among its citizens the most illustrious patriots, poets, philosophers, philanthropists of our age, how eager should we cross the ocean to visit it! And how immeasurably greater is the attraction of Heaven! There live the elder brethren of creation, the sons of the morning, who sang for joy at the creation of our race; there the great and good of all ages and climes; the friends, benefactors, deliverers, ornaments of their race; the patriarch, prophet, apostle and martyr; the true heroes of public, and still more of private life; the father, mother, wife, child, who, unrecorded by man, have walked before God in the beauty of love and self-sacrificing virtue. There are all who have built up in our hearts the power of goodness and truth, the writers from whose countenances have shed light through our dwellings, and peace and strength through our hearts. There they are gathered together, safe from every storm, and triumphant over every evil, and they say to us, "Come and join us in our everlasting blessedness; come and bear part in our song of praise; share our adoration, friendship, progress and work of love."

EDITORIAL DEPARTMENT.

TEACHERS' MEETINGS.

In many of the Union Schools of our State, nothing has proved a more efficient agency in the work of their improvement, than the *Teachers' Meetings*. We refer not to Institutes, County Associations, or other gatherings of Teachers from different towns. We employ the term to designate the stated meetings of the Teachers of the Union Schools of an individual City or Village. These meetings, in one way or another, are, we believe, held wherever Union Schools have been established in our State, and wherever they have been conducted in the best manner, there the best schools are found.

For some months it has been in our mind to address inquiries to the Superintendents of the leading schools in the State, in regard to their mode of conducting these meetings, and for eliciting opinions on the subject, which their observation and experience in the matter may qualify them to give. But, as also on many other questions and points of duty, we have humbly to confess that "we have left undone the things that we ought to have done," and we sit down to write on the subject with little knowledge of the matter beyond what our own personal observation has taught us.

We will speak of the Teachers' meetings in Toledo, as they were while we were connected with the schools in that city. We would by no means present them as examples of what such meetings should be. It is very probable that in many other towns they are managed far better. But it may interest some to read what we have to say on the subject. It may afford them some useful hints, and it may provoke some of the many able Superintendents of schools in the State to show a more excellent way, and which we will gladly lay before our readers.

OUR MEETINGS WERE "BY AUTHORITY;" that is, the Board of Education required the Teachers in their employment to attend all such meetings as the Superintendent should appoint. Excepting for serious illness, no Teacher was ever excused from attendance. We preferred allowing Teachers to dismiss school for a half day in the week, for attending to other business, than that they should be absent from the Teachers' Meeting. And so inflexible was this requirement, and so controlling was the impressions of the Teachers on this subject, that

a case of absence, except for unavoidable reasons, seldom occurred. Nearly all the Teachers greatly preferred to attend, thinking that they could not *afford* to lose the benefit thus derived.

OUR FIRST MEETING FOR EACH TERM was held on the Saturday previous to the commencement of the term,—usually at 3 o'clock P. M. The time and salaries of the Teachers began with that day. This meeting was designed to be introductory to the subsequent meetings of the term. The Superintendent examined the Teachers in regard to their knowledge of the printed "Rules and Regulations" which the *Board* had prepared for the government of the schools, and explained such points as were of doubtful interpretation. He answered such questions as were asked in regard to general or individual duties, and appointed the future meetings of the term. He introduced the "new" Teachers, and an opportunity was afforded for forming and renewing acquaintance.

OUR REGULAR MEETINGS, after the first, WERE HELD every alternate Saturday morning, commencing at 9 o'clock. We thought that *weekly* meetings would not be best in our case, for the following reasons. It would leave too little time for attending to matters of individual duty or recreation. Every Teacher needs one whole day as often as once in two weeks, when they can be entirely free from public duties. Again, the exercises at our meetings were of a character to require previous study and preparation, and we judged it better to have one *good* meeting than two *poor* ones. We held them on Saturday mornings, rather than on some evening of the week, because a majority of our Teachers were ladies who would not always find it agreeable to go out in the evening; and because most faithful Teachers become too much fatigued by the labors of the day, to engage with interest in exercises which continue from two to three hours.

REGULARITY AND ORDER. The High School bell, which weighs 4,305 pounds, and can be distinctly heard in all parts of that widely scattered town, rang at half past eight. Soon the Teachers were all assembled. They left hats, overcoats, bonnets, shawls, overshoes, etc., in the halls, (which were also dressing-rooms,) and a few minutes before nine, took their seats, after a required order. The Superintendent took his seat, and all conversation at once ceased on the first stroke of the large clock, and as the ninth was heard the exercises began. Almost always the Teachers were in their seats in due time, but if one entered after the exercises commenced, the fact received prominent notice in the minutes, kept by the Secretary. This strictness was

deemed advisable both for the pleasure and profit of our meetings, and as an example for imitation by Teachers in managing their respective Schools.

EXERCISES. All meetings were commenced with devotional exercises. A brief passage of Scripture was read, two or three verses of some Hymn were sung, and a prayer offered. These exercises seldom occupied more than five minutes. The Secretary then read the proceedings of the previous meeting, and the remaining exercises followed in the prescribed order. Although the exercises were diversified so that there might be a sufficient variety to avoid weariness, still some one subject for each term was made prominent, that we might give it a thorough review. One term we took Mental Arithmetic, another Elocution, another Orthography, another Analysis of Sentences, another something else.

The following programmes of exercises will afford an idea of their general character. 1. Devotional Exercises. 2. Reading minutes of the last meeting. 3. Mental Arithmetic,—Stoddard, page—. 4. Essay. The best mode of conducting Spelling Exercises, by Mr. A—. 5. Remarks on Essay, in the way of criticism, or otherwise. 6. Recess of 10 minutes. 7. Essay.—What plays are proper for children to practice on their school-grounds; by Miss B—. 8. Remarks, Criticisms etc. 9. Questions for advice by Mr. C. and Missrs D. E. and F. 10. Announcing programme for next meeting, and dismissal.

We have not the Secretary's book in our possession, but will venture to say that his record would read about as follows.

"October 1st, 1854. The Association met as usual. All the members present except Miss G., who was detained by the severe sickness of her brother. The exercises proceeded according to the order previously announced. (Here would follow a brief and, sometimes, a smile-provoking notice of the drift of the Essays.) The following questions were laid on the Superintendent's desk, and replies were rendered :

Question. *What shall be done when pupils plead previous absence from school as an excuse for failure in recitation?*

Answer. If the absence was unavoidable, the excuse should be received for the morning recitation, as its preparation would have required preparation the previous day. But if the absence was unnecessary, the lesson should be exacted.

Question. *How can we best prevent pupils acquiring an unnatural tone in reading?*

Answer. See that they thoroughly *understand* what they read, and show them by correct example how to read naturally.

Question. *In reciting their lessons, is it better for pupils to use their own language, or the words of the author?*

Answer. Scientific terms, rules and definitions, should ordinarily be given in the precise language of the author; but general descriptions, explanations, etc., might better be given by the pupil in his own language. The Teacher should have a care that the pupil form a habit of correct and dignified expression.

Question. *How can untruthfulness in pupils be most effectually corrected?*

Answer. By an appeal to conscience, if one exists; if not, create a conscience, if possible. Severe measures may, however, be resorted to, should moral suasion fail to correct the evil.

After a pleasant and profitable session of $2\frac{1}{4}$ hours, the Association adjourned.

H. I. J., Sec'y."

The programme for another meeting might be as follows:

1. Devotional Exercises. 2. Reading minutes of last meeting. 3. Critical exercise in reading. Lesson, Section—, McGuffey's Fifth Reader. 4. Essay. The influence of convenient and tasteful school grounds, buildings and furniture, in forming the character of the young, by Miss R—. 5. Remarks and criticisms. 6. Recess, 10 minutes. 7. Exercise in analysis and parsing. 8. An original school anecdote, by each Teacher. 9. Programme for next meeting.

It was the object of these meetings to improve our qualifications for teaching and governing schools. We were careful to render them lively and entertaining, as well as instructive; and though whispering and other like improprieties were prohibited, still our meetings were occasions of pleasantries, and, sometimes, of amusement.

Among the anecdotes read in answer to the demand in No. 8, were these.

"MODEL METHOD OF TEACHING MENTAL ARITHMETIC. A Teacher, not long since, while instructing a class in mental Arithmetic, thus solved the following example: If 3 men can do a piece of work in 12 days, how long will it take 4 men to do the same?

SOLUTION. If 3 men can do a piece of work in 12 days, 1 man can do it in $\frac{1}{3}$ of 12 days, which is 4 days, and 4 men will do it in 4 times 4 days, which are 16 days."

"A CLASSICAL EDUCATION. A Father, while his cheeks glowed with paternal pride, remarked that his little son was getting a classical

education in one of our Primary Schools. When told that children in that department are not taught the classics, he asked, 'a'nt they taught in *classes*? and a'nt that a *classical education*?'"

Our meetings did not often continue more than two hours, though sometimes they did not close till 12 o'clock. At first our exercises were agreed upon by the Teachers, each one proposing whatever he saw fit. As objections to this course soon became apparent, the Superintendent assumed the duty of dictating the whole performance of each meeting. He would frequently consult with individual Teachers in regard to the topics to be presented, still in all things his judgment was the law of the meetings.

When written questions were presented for consideration, the following order was preserved: The questions were laid upon the Superintendent's desk before he took his seat. When they were reached in order, the Superintendent read the one which happened to come up first, but did not give the name of the author, that no one might feel embarrassment. All the Teachers had an opportunity to "free their minds" on the subject, which several of them usually embraced. Their opinions were not always unanimous. Then the Superintendent "summed up," and gave as definite an answer as he was capable of doing. The answers given above are mere abstracts of those given in the meeting.

Occasionally permission was given to all the Teachers to propose such questions as they chose, to which answers were made.

As the Superintendent passed around among the schools during the week, he would sometimes observe things which ought to be corrected, and of which he did not deem it best to speak to the Teacher. At the Teachers' Meetings he would allude to them in a general way, so as to correct the evil, and not wound the feelings of a sensitive Teacher.

The improvement which most of the Teachers made by attendance upon these meetings, and the consequent improvement in their schools, were most obvious. The Teachers thus became acquainted with each other, and kindly sympathies for each other were awakened. All soon learned their respective duties in a system of Union Schools, and our "school machinery" worked with little jarring, or disorder.

The average number of Teachers in attendance was about twenty. In very small towns, and in large cities, this plan might need modification.

Should any Teacher desire further information on this subject, they are referred to Mr. John Eaton, jr., the present Superintendent of the Toledo Schools.

THE ORIA.

"A thing of beauty is a joy forever." There are *words* of beauty, or beautiful words. Some are pleasant and cherished on account of their vocality. Their utterance delights the ear, and we love their repetition. Others are beautiful on account of their origin and significance. The word *Halcyon* is an example. But when a word, a name, a term, combines these several elements of beauty, to the eye, the ear, and the soul, it becomes an object of almost sacred attachment.

And such is the word ORIA. Whether in softest whisper, or in fullest force, its utterance is easy, and its sound pleasant. And its origin and signification are exceedingly beautiful. We may read all the books, and search all the Dictionaries of our language, and the word "Oria" we shall not find.

At the Mount Holyoke Female Seminary, the members of each class organize themselves in a society for given purposes; among which is the perpetuation of their acquaintance and the strengthening of their ties of affection. Periodically they have a *class letter*, which contains a condensed report of every member of the class, a copy of which is furnished to each member. Each class is designated by some name, either selected, or formed for the purpose.

The class which graduated in 1855, adopted as their motto the suggestive words, "Our Rest Is Above;" the initial letters of which compose the word "Oria." In sound and in meaning it possesses surpassing beauty. "Our rest is above!" Said our Lord, "My Father worketh, and I work." *Work* is a condition to our accomplishment of the divine purposes in regard to our happiness. All the truly great and good of earth have been distinguished for hard *work*. But there remaineth to such a *Rest*, sweet as Heaven, lasting as Eternity. "Our rest is *Above*,"—not here, where so much work needs be done, but "above" with God.

The *Oria* numbers 58 members; two of whom are Missionaries in foreign lands, and nearly forty are engaged in teaching in fourteen different States. They, like Mary Lyon, are workers, but with her they will at length "rest from their labors, and their works will follow them."

Would it not be a pleasant idea to have the several classes in our High Schools form themselves into societies, with appropriate mottoes and names?

TO HOPEDALE.

One pleasant morning in September, we left the Capital City for a trip to Hopedale, the seat of the M'Neely Normal School. We had known something of this Institution, by reputation, and we knew in what County it was located. Still our ideas of the school and the place were quite indefinite, and we started on our journey not knowing the things that should befall us.

We took the cars on the Central Ohio R. R., and went to the town of Newark, in *Licking* County. Flogging in the Navy has been abolished, and there is but little whipping in our schools at the present day, and we do not, just at present, think of any valid reason why the name of this fine County should not be changed for another more in keeping with the humane spirit of the age. *Licking*, or even *Killing*, would be an appropriate name for a County on the Missouri, or the Potomac, but it sounds rather too pugilistic for a name among the peace-loving people of Ohio.

At Newark we took the cars on the Steubenville R. R., and passing through the Villages of Dresden, Coshocton, and some others, we made our way eastward. The country through most of Coshocton and Tuscarawas is beautiful. To one who has lived for years in a dead-level country, it is a joy to come in sight of hills, such as those among which his years-ago were spent. As we proceeded the hills became more numerous, and instead of standing off in the distance, they came near and crowded down upon the road, till there was barely space enough left for the track. Carroll and Harrison Counties are, so far as we saw them, as hilly as Litchfield and Berkshire.

One hundred and twenty miles from Columbus is Miller's Station, about three miles from Hopedale. There we landed—some dozen of us—and entered into a discussion in regard to the best mode of ascending the mountain to "the College." Several stout boys, without luggage, concluded to avail themselves of the means of locomotion which nature had furnished them. The rest of us, including a lady and three children, bargained with one of the two men who live at the "Station" to transport us to our destination. With a span of beautiful black horses, a heavy lumber wagon, with narrow strips of boards laid across the top of the box, he "took us in,"—he really did.

The old road had been vacated for a mile, and a new one fenced, but not made. The Hon. Mike Walsh once remarked that it requires more

talent to keep from being run over by omnibuses in New York, than it does to act as Justice of the Peace in the rural districts. And we solemnly depose that all our ability, mental and physical, was kept in vigorous exercise to maintain our position. But there happened to be some happy souls on board, and we had no little amusement. Soon we reached a good road, and as we arose to the top of the hill a most splendid view greeted our vision. Hills, "everlasting hills," lifted their beautiful heads in every direction. Though so uneven, the soil is excellent, and under good cultivation.

At sunset we reached the Village, and found our friend—Mr. McNeely—at his gate, waiting our arrival. For a very pleasant home for twenty-four hours, we owe him many thanks.

The lecture that evening was well attended, the Village Church being greatly crowded. More than one hundred Teachers were present, the Harrison and Jefferson Counties Institute being in session.

The next morning we received FIFTY new subscribers to the *Journal of Education*, after a talk of ten minutes. Forty of these reside in Harrison County.

The Institute, which had been favored with the attendance of Dr. A. D. Lord, Messrs. Holbrook, Royce, Leggett, Desellem, Tappan, Lambert, and other distinguished Teachers from abroad, and Messrs. Ogden and Regal of Hopedale, closed its session of two weeks with high satisfaction in respect to the interest and success with which it had been attended.

The Normal School was not in session, but we learned sufficient in regard to its character and spirit, to convince us that it is doing a good work. Mr. McNeely is rearing to himself a monument as enduring as the hills on which it stands. We believe that Mr. Ogden and his Associate Instructors are faithfully meeting the responsibilities of their position. The school building is well adapted to its purpose. A very commodious and respectable boarding house for ladies has been erected at an expense of \$5,000, by Mrs. Eliza Hogg, of Cadiz. It will furnish accommodations for 40 boarders. Mrs. H. has granted the use of this house free of charge to the Institute for a term of three years. Should the prospects of the school at the end of that time be favorable, she will donate this fine edifice to the Institution.

A boarding hall for young men is now an urgent necessity, and it should be provided at the earliest moment practicable. This matter was eloquently presented at the late meeting of our State Association in Mansfield. We visited the location described, and can bear testimony

to the life-like nature of the picture drawn. The vale, the trees, the flowers, the fountains, the singing birds, and the other-things-in-proportion are all there.

In company with our oriental friend, C. S. R., we walked back to Miller's Station, and took the cars for Steubenville, twenty-three miles east, which pleasant city we reached in the evening, and of our visit we will speak in our next.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER VII.

DEAR CHILDREN :

I must have another talk with my blessed little Buckeyes. In September I received two letters from you. One was from a school in Austinburgh, Ashtabula County, and signed by Celestia Miller, Dwight Root, Helen Ryder, and Edgar Miller. The other was from Independence, Cuyahoga County, and was signed by Jacob Jager, and sixteen other children. I thank you a thousand times for these interesting letters, and hope that you will write me a great many more during this month.

In my last letter I left you all in the middle of the State Prison, and now I must get you out of it; that is, I must finish my story about the Prison. I would like to write you a long letter, but there is not room for it in the *Journal*.

Yesterday I attended worship in the chapel of the Prison, and, O children! I wish you could have been there. Six hundred men, all dressed in prison uniform, were present, and they behaved with strict propriety, paying good attention to all that was said to them. But what a congregation! They were all thieves, robbers, counterfeiters, murderers, or something else as bad. But a good many of them were good-looking men, and once they had occupied respectable positions in society. I felt very sorry for them, and wished very much that they might all become good men. Almost all of them looked sad. Perhaps they were thinking of years ago, when they were innocent and happy boys; when their parents loved them; when they had pleasant homes. Perhaps some of them who are fathers, were thinking of their poor little children, whom they love, but can not see.

There were some present whom I had known before they came to the Prison. I was acquainted with their children. Wretched men! Poor children! I pity them all.

The Chaplain of the Prison, the Rev. Mr. Warner, is a most excellent man. He preached a very plain and earnest sermon, showing what people must do to be saved. He is a stranger to me, but I loved him for the kind and faithful manner in which he preached the gospel to those spirits in prison. He has a hard task to perform. May God bless the good man.

Eight or ten of the prisoners profess to have become christians, since they came to the Penitentiary. I wish that all of them might repent of their wickedness, and become disciples of our dear Redeemer. Jesus Christ forgave the penitent malefactor, who, in dying, cried to Him for mercy. And He will forgive all who truly repent of their sins, and believe on Him.

But not many of the prisoners think much about religious matters. They have formed such bad habits, and their minds are so full of evil thoughts, that it is not likely that a great many of them will ever be any better than they are now. And this shows us that if people are not good when they are children, they probably never will become good men and women.

When the services were concluded, one of the *guards* came along and knocked on the floor with his heavy cane, and one row—about fifty—of the prisoners arose and marched out of the room. Then another of the guards marched out another row. Thus they went on till all that vast multitude were locked up, each one in his gloomy cell, there to remain till the next morning.

There is now in prison a little boy, not yet fourteen years old. He committed burglary; that is, he broke into a house in the night, and committed robbery. I do not know about this boy's history, but I dare say that when he went to school he was a very bad pupil, inattentive to his books, saucy, disobedient, and troublesome to his Teachers. I dare say that he used often to be tardy in getting to school,—that he whispered whenever he got a chance,—that he was selfish and unkind, and, in many other respects, a naughty boy. And he went on from bad to worse, till he soon worked his way to the State Prison. And if there are any boys now in school who disobey their Teachers, and quarrel with their school-mates, I fear that they will soon join the little burglar in the Penitentiary.

Mr. Warner has promised to write an article for the *Journal of Education* about the *school* which is taught in the Prison, and I dare say that it will be very interesting.

Next month I will try to write you a longer and better letter than this.

Good-by.

EDITOR.

VIEWS AND REVIEWS.

N. B. *We shall notice such books only as may be presented for examination and review, except in instances when we believe that the interests of our readers would be promoted by a deviation from this rule. We can not promise an immediate attention to all books which we may receive, and must be governed by the condition of our columns, and by our ability to command time.*

WORCESTER'S ACADEMIC DICTIONARY. Boston: HICKLING, SWAN & BROWN.

This is an enlarged edition of the "Comprehensive Dictionary," by Dr. WORCESTER. It has been prepared with great care and erudition. There are two classes of readers of this *Journal*. One adopt the peculiarities of Webster, the other, those of Worcester. These two parties often "wax valiant in fight" for their respective authors, and it is not probable that the Websterians will express any excess of admiration for the work that we here notice. We would, however, recommend it to the examination of all. In our opinion it possesses many great excellencies, which scholars of both parties will cheerfully acknowledge. Besides the Dictionary proper, it gives the pronunciation of Greek, Latin, and Scripture Proper names,—Common Christian names, with their signification,—Geographical names,—Abbreviations used in writing and printing,—Phrases and Quotations in Latin, French, Italian, and Spanish,—the deities of Greek and Roman fabulous History.

It is an octavo of 565 pages, double columns, printed on excellent paper, with fair and bold type, and makes a volume of fine appearance.

HILLARD'S FIRST CLASS READER. HICKLING, SWAN & BROWN, Boston: 1856.

This, to look at, is a fine book. It contains 504 pages,—the paper is heavy and white,—the type full and cheerful. We know not how it is with others, but with us it makes "all the difference in the world," whether the material and mechanical parts of a book be attractive or otherwise. We never read a book, however highly recommended its subject-matter may be, which is printed on thin, dingy paper, with poor, old type. The eye is the avenue to the mind, and if the eye is offended, it is difficult to please and profit the mind.

And as this work of Mr. Hillard is prepossessing in appearance, so, too, it bears acquaintance well. It is not a work of rules, for elementary training, but simply a book for reading by advanced pupils. The selections, both of prose and verse, have been made with judgment and taste, and most of them have never before appeared in reading books. We doubt not that the book will achieve wide popularity, and meet a deservedly extensive patronage.

THE AMERICAN COMPREHENSIVE READER. By WILLIAM D. SWAN. Boston: Hickling, Swan & Brown.

This work contains a treatise on Elocution, numerous exercises in Enunciation, and nearly one hundred well selected reading lessons. The high reputation of Mr. Swan, as an Author of works on Elocution, is fully sustained in this work.

FIRST LESSONS IN THE HISTORY OF THE UNITED STATES. By a Practical Teacher. Hickling, Swan & Brown.

We have not had time to examine this work. In its mechanical execution it is like the publications of this House generally, "ship-shape and Boston fashion."

FIRST LESSONS IN GEOMETRY. By THOMAS HILL. *Facts before Reasoning.* Hickling, Swan & Brown.

This is a pretty, little work, designed to teach children geometrical facts. The author is our good-natured and reverend friend who addressed the Association at Mansfield. We believe it as good a work for the purpose as need be. It has suggested to us the idea of getting up a work with this title,—*Conic Sections for Infant Classes.*

FIRST PRINCIPLES IN PHILOSOPHY. Boston: Hickling, Swan & Brown.

This is an American Edition of Tate's work, revised and improved by C. S. Cartee, A.M., author of an excellent work on Physical Geography, already noticed in the *Journal*. From a cursory examination of this work, we are favorably impressed in regard to its merits. We believe that it will soon become a favorite with Teachers.

MEXICO, ITS PEASANTS AND ITS PRIESTS. By ROBERT A. WILSON. New York: Harper & Brothers.

The author spent several years in Mexico, and writes of things which he has seen. It is a work of great interest and value, and deserves a place in every library. It is neatly illustrated with eighteen engravings. Copies can be obtained by enclosing one dollar to the Harpers.

THE HAND OF GOD IN HISTORY; or Divine Providence Historically Illustrated in the Extension and Establishment of Christianity. By Rev. HOLLIS REED, A.M. Hartford: H. E. Robins.

How much is our opinion of a book influenced by our opinion of its author. We are disqualified for reviewing these volumes with impartiality, for fifteen years ago we were most intimately associated with Mr. Reed, and though twelve years have passed since we met, we still remember his distinguished excellencies, his numerous kindnesses; and were these works full of imperfections we could not discover them. We esteem them so highly that we recommend them to all our readers. They abound in historical incidents of the deepest interest, and strikingly portray God's hand of power and love in the great events of our race. They furnish a theme for study and reflection infinitely grand and glorious. Such studies are adapted to expand the soul and ennoble and refine the moral powers. They are free from every thing like sectarian peculiarities, and we sincerely wish that all Teachers, especially, might read them.

CLASS-BOOK OF LOCAL GEOGRAPHY. By E. E. WHITE, Principal of the Cleveland Central High School. Cleveland: J. B. Cobb, 1856.

This is a small book of but forty-six pages. A former edition met the acceptance of many of our first Teachers, and we believe that this will prove still more popular. It is not designed to displace any work now in use, but to aid the use of others, and to be a convenient hand-book for Teachers. See advertisement, 2d page of cover.

PERIODICALS, REPORTS AND CATALOGUES.

Youth's Friend.—An illustrated paper, devoted to the 'moral and intellectual improvement of the young. We have seen three numbers of this periodical, and we doubt not its adaptation to interest and benefit those who may read it. We refer to advertisement, second page of cover.

—We have received the last Annual Reports of Hon. Robert Allyn, Commissioner of Public Schools for Rhode Island,—of Hon. John D. Philbrick, Superintendent of Schools for Connecticut,—and of J. W. Buckley, Esq., Superintendent of Schools for the city of Brooklyn. These papers are all prepared with much care, and abound in facts of high value to all Teachers and School Authorities.

—We acknowledge the receipt of the following Catalogues. Our friends to whose kindness we are indebted for their reception, will accept our thanks. We would notice them in detail, but for their number, and the constant pressure which our columns experience.

Steubenville Female Seminary, Rev. Charles C. Beatty, DD. Principal,—Cleveland Female Seminary, Samuel St. John, LL.D. Principal,—Ohio Wesleyan Female College, Delaware, Rev. James A. Dean, A.M. President,—Granville Female Academy, W. P. Kerr, A.M. Principal,—Esther Institute, Columbus, Lewis Heyl, A.M. Principal,—Alleghany College, Meadville, Pa., Rev. John Barker, DD. President,—Iowa College, Davenport, Ia.,—Wabash College, Crawfordsville, Ind., Rev. Charles White, DD. President,—Marietta College, Rev. Israel W. Andrews, DD. President,—Ohio University, Athens, Rev. Solomon Howard, DD. President,—Farmers' College, College Hill, O., Freeman G. Cary, President,—Capital University, Columbus, O., Rev. C. Spielman, President,—Urbana University, Urbana, O., Milo G. Williams, President,—Collegiate Institute, Millersburg, Ky., Rev. Geo. S. Savage, Principal,—Mount Union Seminary, Mt. Union, O.,—Pomeroy, Academy, A. A. Keen, Principal,—Grand River Institute, Austinburgh, A. A. Smith, Principal.

CORRESPONDENCE.

NEWARK, Sept. 1st, 1856

MR. SMYTH :—On last Saturday we held our regular monthly examination of Teachers. Out of 34 candidates only five were subscribers to the Journal. As usual, we urged the duty of immediate repentance upon the delinquents. I am sorry the sermon did not prove more efficient, though a number were brought under conviction, as was evident by the squirmings, and excuses, and promises which they volunteered. Only three were converted on the spot, and I send you the evidence enclosed.

A. D.

GAMBIER, Sept. 17th 1856.

MR. SMYTH. *Dear Sir*:—Owing to the facts, that at the time appointed for our Institute there will be very much political excitement, that the Teacher upon whom we depended for making arrangements in Mt. Vernon died last week, and that Pres. Andrews will be unable to help us any, we have come to the conclusion to defer our Institute, at least, for the present.

H. D. L.

THINGS PERSONAL.

MR. D. WOOSTER STEVENS, of Batavia, Clermont Co., has been nominated by the American Party for the office of State Commissioner of Schools, in place of John H. Kelly Esq., declined.

FREEMAN G. CART, Esq., has been elected President of Farmers' College, in place of Hon. I. J. Allen, resigned.

MR. E. E. WHITE, has resigned his office as Principal of the Cleveland Central High School, and **MR. WM. S. PALMER** has been chosen to fill the vacancy. Mr. White retains a connection with the School as Teacher of Mathematics and Natural Sciences.

ELD. E. ADAMSON of Eaton has been employed as Superintendent of Schools in Frankfort, Ross County.

MR. J. F. SCHUYLER has been appointed Superintendent of the Schools in Fostoria, Seneca County.

MR. C. B. SMITH of Bellefontaine, has been elected Superintendent of the Schools in Georgetown, Brown County.

MR. COLLIN FORD, late of Monroeville, Huron County, has been appointed Superintendent of the Schools in Germantown, Montgomery County.

MR. — FOLLET, late Teacher in the Ohio Institution for the Education of the Blind, has been appointed Principal in the High School, Columbus.

MR. T. C. ABBOTT, late of Berrian, Mich., has been elected Superintendent of Schools in Ann Arbor, Michigan.

MR. D. CANFIELD, late of Meadville, Pa., has been elected Superintendent of Schools in St. Charles, Kane Co., Illinois.

MR. PEET, late of Amherst College, has been appointed Principal of the Union Schools in Oshkosh, Wisconsin.

ITEMS.

MR. JOHN H. ROLFE, requests us to say that he will extend the time for securing the premiums which he so generously offers, till the middle of November next. We are confident that the works which he offers, can never be obtained on more favorable terms. Do not fail to read his advertisement.

WANTED. A Principal Teacher, commencing November 18th, in the Union School, Marlboro, O. Apply to G. B. Chappell.

N. B. We call attention to the new advertisements in this No. of the *Journal*.

WEBSTER'S DICTIONARY has a highly respectable list of Ohio endorsers.

HICKLING, SWAN & BROWN, advertise Worcester's Series of Dictionaries, and their new and attractive work on Experimental Philosophy.

J. H. COLTON & Co., remind us of their truly valuable series of Geographies.

A. S. BARNES & Co., call attention to their many standard School Books.

MASON BROTHERS advertise that beautiful and admirable work, Burritt's Geography of the Heavens.

TEACHERS' INSTITUTES.

Institutes are to be held in the following places :

Sept. 29,	Felicity,	Clermont County,	Continue 5 days.
Oct. 6,	New Philadelphia,	Tuscarawas "	" 6 "
" 7,	Coolville,	Athens "	" 3 "
" 19,	Woodsfield,	Monroe "	" 12 "
Oct. 20,	New Castle,	Coshocton "	" 6 "
" 28,	McConnellsville,	Morgan "	" 5 "
Nov. 3,	Republic,	Seneca "	" 6 "
" 4,	Ironton,	Lawrence "	" 6 "

The Institute which was to be held in Mount Vernon, Knox County, on the 6th inst., has been indefinitely postponed.

OBITUARY RESOLUTIONS

ADOPTED BY THE STUDENTS OF MT. UNION SEMINARY.

Whereas, in his inscrutable perfections, it has pleased Almighty God to transplant from earth to the spirit-land a beloved friend and former fellow-student, in the person of ALFRED N. BURDEN, who died in the 25th year of his age, Aug. 17, 1856, at his father's residence, in Mahoning Co., Ohio: Therefore,

Resolved: That we recognize in this afflictive dispensation of Providence, an earnest admonition to labor assiduously while on earth we live, and to be in a state of constant preparation for life eternal in Heaven.

2d. That we do sincerely and deeply sympathize with his bereaved parents, brothers and sisters, in this their temporary loss, which we devoutly trust is his eternal gain.

3d. That in his death, his relatives have parted with a faithful and beloved companion; his acquaintances, a cheerful and upright friend; the literary world, an aspiring and ripening scholar; the Teacher's profession, an acceptable and efficient instructor; the cause of Education, a zealous and able advocate; and society, an intelligent, virtuous and energetic laborer.

4th. That we request a publication of these resolutions, in the Ohio Journal of Education; and that a copy be sent to his parents.

REBECCA J. FAST, *Sec'y.*

S. F. DEFORD, *Ch'rm. of Com.*

Mt. Union, Stark Co., O., Aug. 30th, 1856.

THE
Ohio Journal of Education.

COLUMBUS, NOVEMBER, 1856.

AN ADDRESS,

Delivered before the Cincinnati Teachers' Association, September 19, 1856, on the Humanities and Mathematics, by REV. DANIEL SHEPARDSON.

CINCINNATI, September 19, 1856.

Rev. D. SHEPARDSON, *Principal of Woodward High School:*

DEAR SIR:—The undersigned, a Committee of the Cincinnati Teachers' Association, have been ordered by a unanimous vote of the Association, to request a copy of the very able and interesting Address you delivered at the last session.

AND. J. RICKOFF,
JOHN HANCOCK,
Committee.

CINCINNATI, September 22, 1856.

GENTLEMEN:

The Address, a copy of which you request, was prepared without the most distant thought of publication, amidst the pressure of arduous duties; still, if you think it will promote the cause of Education, I cannot withhold it.

With high regard,
Your co-laborer,
D. SHEPARDSON.

AND. J. RICKOFF, Esq.,
Superintendent of Public Schools, Cincinnati.

JOHN HANCOCK, Esq.,
Principal First Intermediate School.

HUMANITIES AND MATHEMATICS.

Every educational question is momentous. Every new principle discovered, or old principle applied to better advantage, acts and reacts upon millions. Directly or indirectly, it affects all the vital interests of the State, the Nation and the World. Nor can this influence ever cease, but must roll on eternally in constantly widening circles. The present is made up of all the past, and will leave its impress upon all the future. Each one contributes to the aggregate of human knowledge, sets in motion currents of influence which he cannot control, and gives an impulse to society which he can never check. Even after his death, all that was vital in him will remain, enter into universal combinations, and work on forever. To overlook this fact, is to forget the intimate ties of our common brotherhood, and ignore our immortality.

Such being our relations, no question should be hastily proposed, rashly discussed, or dogmatically decided. Every question should have both its intrinsic merits and external bearings carefully examined, that mistakes be not made and wrong impulses given. Especially does such caution become us in an age of so much freedom of thought, and so little respect for ancient usages,—an age of so much activity, immorality and political corruption. The press, steam and electricity, have waked up the world, thrown the elements into commotion, removed the old landmarks, and rendered it somewhat difficult for us to find our reckoning, and know precisely whither we are tending. Onward somewhere, is the watchword. Forward to something, rolls the tide of humanity. Even vice with its withering, deadening influence, can no longer lull society into repose. Every where the schemes of men clash with each other; every where the interests of different sections of society seem more or less antagonistic; and hence, every where collision, convulsion and ruin are threatened. The calmest waters are ruffled, the steadiest currents agitated with winds and tempests, and ever and anon, the troubled waves seem to be dashing fearfully over our floating bark.

Not that it is easy to judge aright the times in which we live. Nothing is more difficult. Our own interests are involved, and, acting a part ourselves, we are apt to be more or less prejudiced and partial. We may not be able to see the fatal malaria that lies concealed in the heavy, murky atmosphere that surrounds us. We may not be able to analyze all the subtle and complicated elements that give character to

the age. Even the most sagacious and far-sighted that fear danger, may not be able to prescribe a remedy. Too late Tacitus foresaw the impending ruin of falling Rome, while yet his friend Pliny thought all was well. We have no glass through which to see the past as it was. We cannot tell the exact state of society when Egypt build her pyramids and catacombs, Heliopolis her temples of the man, and Thebes her hundred gates and gorgeous palaces. Even the lights and shades of English history produce not uniform convictions. Few exactly agree upon the merits or demerits of any of her sovereigns. Nay, daily occurrences leave upon us very different impressions. Nor are educational influences easily estimated. In their elementary state, these are often exceedingly subtle, though the very smallest incipient differences may mature widely different results. The same soil, air and culture will produce melons or peppers, bread or poison.

Indifferent as men are to these elementary, creating influences, they are keen to mark results. Careless, as they may sometimes be, of courses of studies and modes of instruction, they all desire good society, and are quick to see and censure defects. All love liberty and hate tyranny, and all agree that the tyranny of the many is the more fearful. The despotism of Cæsar was light compared with that of the triumvirate, and even that far more endurable than the terrible reign of the decemviri. Far better is the arm of Hercules than the heel of the mob. When they do tyrannize, the people are the most horrid tyrants. Becoming accusers, judges and executioners, they trifle with property, liberty and life, and defy law and order. Just as readily quell the rage of the elements, as the tumults of the people. As well say to the rolling billows of the ocean, as to the angry passions of men, Hitherto, but no future, and here shall thy proud waves be stayed.

The work must be done earlier. The *children* must be trained to obedience and self-control, to a proper regard for the majesty of law and civil government as the ordinance of God. Here the *many*, and not the *few*, reign; and hence *all* should be as carefully educated as princes in monarchical governments. All, whether judge or jury, statesman or clergyman, merchant, mechanic or laborer, must first come to the educator, in their plastic, susceptible age, to be molded by his wisdom and energy for their future positions, whether in state or church. All our strength exists in the morality and intelligence of the people, our future sovereigns. Well do we worship God, and tremble at his law. Our churches and schools are our national bulwarks. These, if any thing, must so cement us together that the feuds and rents of par-

ties cannot work our ruin. The massive strength of our walls calls for stronger safeguards than formerly. Our clamps must be strong and well anchored. Ignorance, avarice and selfishness will yet prove our ruin, unless we maintain eternal vigilance, and secure more moral, thorough and general education. Here is the province of the educator, his throne, his sceptre, the grandeur and sublimity of his high calling, the hiding of his power.

I am no alarmist. From the depths of my soul I loathe and abhor the senseless gammon of office-seeking politicians, yet I cannot fail to see the signs of these times. From the first planting of the American Colonies till now, great questions have always been pending. It has always been a crisis. Seven or eight times within a generation, we have seemed to be near the disruption of all our civil bonds. Whether the danger now really is more imminent or not, God only knows. Our inquiry, as Educators, should be, whether we can give more stability to society. Not simply with reference to the salvation of the Republic. Great as is this work, ours is vastly greater. We labor to secure the most perfect restoration and development of man,—to make not simply American citizens, but men, suited to any external circumstances, prepared for time and for eternity. And the grave question presses upon us, whether we can employ any new elements, or so vary and modify the old, as to create more real excellence, and thus produce a higher, truer life in our pupils. The general impulse to give more moral instruction, is cheering. May this impulse continue and increase! Fearful of changes, and conservative both by education and habits, I venture to propose, at this time, another question bearing upon the same general results.

IS NOT OUR EDUCATION TOO MATHEMATICAL? Do we not too much neglect the HUMANITIES? With the many universally admitted excellencies of our system, may not the education we confer be somewhat morbid, because it is partial and restricted? It may be that we give undue prominence to mathematical studies, and that our manner of teaching other branches is too mathematical. Perhaps a very small modification of our present course would enable us to give an education, in its ultimate results, far more comprehensive and productive of character. Nor does this inquiry belong merely to our higher institutions. If these have given too little attention to an all-sided culture, their influence has affected the lower grades in many ways. It affects the required qualifications of Teachers, affects their tastes and habits, all their modes of educating, their preferences for some branches of in-

struction, as well as all the standards for the promotion of pupils through the several grades. Nay, it affects examiners, trustees, parents and patrons, all classes, till the entire community becomes a little warped.

It is with diffidence I submit these inquiries, and yet I do it with the settled conviction that our pupils ought not to be urged through a university course of mathematical studies without a far more extended and practical knowledge of grammar, rhetoric, language and general literature. It can never evince symmetrical scholarship to be able to compute an eclipse with accuracy, and unravel all the intricacies of the integral and differential calculus, and yet not be able to compose a decent letter, or correctly write a page of common English. Such scholarship can neither be creditable to our institutions, nor prove a fit preparation for life and usefulness. Such extreme cases are few, yet approximations to them are numerous.

The results of this state of things show themselves upon the surface, in poor spelling, little interest in composition, little attention to grammar, rhetoric and cognate branches, only as mechanical studies, carried on by strength of memory, merit rolls and rigid examinations. True, there may be good recitations and apparent progress, yet with little increase of useful knowledge. There may be theory without practice, the husk without the ear, the body without the soul. Educators themselves will feel that their duties are irksome, lose their interest in literary pursuits, become a kind of business men, scrupulously doing only just the work required of them, and not aspiring to exalted attainments. Impelled not onward by a living, earnest enthusiasm, they will pursue the beaten track and make but little effort to rise to eminence in the profession. Like Critias and Alcibiades, under the influence of an unhallowed ambition, here and there one might put forth efforts to rise, but who, like Socrates, would keep on teaching entirely without remuneration, merely to bless the world? In fact, with such a shallow view, few would regard teaching as a profession sacred beyond all conception, but rather as a stepping stone to some lucrative employment. In this way, the cause of Education would remain degraded and crushed. These are some of the *surface* developments.

The great evil is *deeper*. It penetrates society to the heart, and like a subtle poison diffuses itself through the entire system. It lays the foundation for almost every disease. What, now, are the facts? Education abounds, minds are thus quickened, crime is diminished, and happiness greatly increased, but still men are dissatisfied. Few like their present business or place of abode. Those in town prefer the

country, and those in the country, the town. The great mass intend to remove after a little, to better their condition. Homes are rare, and few of them have sufficient charms to keep their members together. Every where there is a lack of internal resources and external accomplishments. Making the most liberal allowances for human depravity, cannot this thing we call education, be made more effectually to sweeten and adorn human life, and counteract the avarice and selfishness of the heart? Cannot education contribute more to raise up a race of men, each of whom shall be a law to himself, and enjoy, in himself, a "perfect government and a perfect freedom?"

"He is the freeman whom the truth makes free!" Christianity enjoins upon us to "call no man master," and aims at a degree of freedom that needs no restraint, a state in which it will be needless to say, do this, do that, but when the love of God and the neighbor will well up continually from the holy heart. Individuals in every age have approximated this happy condition. The soul trembles with joyous gratitude at their remembrance. Such worthies have an inspiring power. As was said by Pericles of the Athenians that perished in the Samian war, "The whole earth is the sepulchre of such illustrious men, and their memorial, better than all inscriptions, is reposed in the eternal and universal remembrance of all mankind." These good influences, embalmed in our literature, must be gathered up and poured into the hearts of our youth. The great truths of revelation, the providential dealings of God, with remarkable examples of the wisdom and folly of men, must be brought to bear with all their molding power upon the formation of their characters. Socrates regarded much of the study of nature as "idle speculations, curious researches, fruitless knowledge," because it did nothing to form character. MAN was his study, with such questions as these: what is right? what wrong? what honorable? what base? what wise? and what foolish? Now, though science with us is studied with far more profit and success than in his day, this can be no reason why we should do so little for the formation of character. With the great Athenian teacher, this was every thing. True, he worked against most fearful odds. The ambition of Pericles and his court cared more to lift up the massive piles of the Odeum and Parthenon, than to develop "*men, high minded men,*" and therefore corruption seized the state when the arts and letters of Greece were cultivated in the highest degree. Had the truth of God been proclaimed among them, and proper efforts put forth for the education of all the people, a different harvest would have followed. The rude, unculti-

vated man may make his stomach the centre of his wants, but the educated and refined should feel the throbbings of a higher life. The one may be proud and ambitious, the other should be humble and devout. The former may be earthly and sensual with the brute, the other should be spiritual and angelic in his benevolence. If a few noble souls here and there, in different ages and nations, have risen to eminence without the culture of the schools, is it not reasonable to expect from this culture a universal excellence?

It is not enough that our schools rebuke the insolence of wealth. This in itself is a measureless good. With general education, society cannot be "divided horizontally" into the rich and the poor. Education brings in a new order of merit, and opens a new path to eminence. Our Franklins, Bowditches and Rittenhouses, are as eminent as our Astors, Lawrences and Longworths. And how beautifully it tends to harmonize and elevate society, when the wealth of one class is cheerfully consecrated to develop the intellect of the other. Even here are the germs of remarkable changes. But we must go further, and award the highest palm to goodness. Never before did such responsibilities rest upon Educators. With God, and the Gospel, and the history of all nations, their rise and fall, open before us, we have entrusted to us millions of youth to be educated. Every thing is in a transition state. The right impression may now be made. Are we equal to the work?

"Men, at some times, are masters of their fates,
The fault, dear Brutus, is not in *our stars*,
But in *ourselves* that we are underlings."

Is there no remedy? Can we not effect more for society? Can we not learn more skillfully

"To play the harp whose tones, whose living tones
Are left forever in the strings."

Is there no better way to train the "mind, that deathless thing." Cannot "God's mysteries there" be rendered more efficient? Cannot means be more effectually applied to develop all the faculties of this "heir of glory," this "helpless immortal,"

"Dim miniature of greatness absolute,
Connexion exquisite of distant worlds!
Distinguished *link* in being's endless chain!
Midway from nothing to the Deity."

Our culture must be more comprehensive. The finer feelings of our natures must be cultivated. The inner man must be developed, and all the affections of the heart stirred to their depths, purified and enriched. More direct and varied efforts must be made to bring out the literature

of the soul. We must cultivate aesthetics. We must teach the humanities. We must take broader views both of the mind and of education. We must so reach the hidden resources of the hearts of our pupils, as to develop the secret springs of happiness within them, give direction to their moral powers, make them ardently love study, and delight themselves in the true and the beautiful.

We think of the aborigines of our land, of pagans, of untaught heathen, and exclaim, "What a waste of being, what a loss of happiness do we behold!" From a different point of view, we may look upon the best educated community yet to be found, and exclaim, "What a waste of being, what a loss of happiness do we behold!" The Creator has given us laws, but they are neither seen, applied nor obeyed. To this hour, from lack of culture, the great mass of mind slumbers, inactive and useless. "It achieves no conquests, it removes no infelicities. Just in proportion to the freedom and the energy with which the powers of the mind are developed, and to the philosophical humility with which they are exercised, does a people advance in civilization."

But this development should not be partial. It should not treat man as mere intellect without heart, as able only to care for the broad acres and stocks, to look after the material, but utterly destitute of deep, expansive spiritual affections. Reason may trace the chain of ideas that unite facts, bridge the chasms in our experience, and be quick to gain conviction and assurance by carefully seizing the threads of logical deduction, but reason is not the whole of man, nay, it cannot be said to constitute the main-spring to his actions. He has a heart as well as an intellect, and the former is as susceptible of cultivation as the latter, yet it is practically ignored in our systems of education. The heart has its powers of comprehension, its limits, and its domain, as distinct as those of reason. The one may not recognize the other. They may not have any mutual agreement. The hero, the generous soul, the large heart, may neither appreciate, nor be appreciated by, the man of mere reason and science, yet educators should not forget that the germs of both these characters, to a greater or less degree, lie folded up in every child committed to their care.

Admit, to the full extent, the necessity of regeneration by the Word and Spirit of God, the question still returns whether education cannot have more power? Examples seem to affirm: for in almost every civilized community there have been scholars that were almost re-created under its mysterious power. There have been communities where the love of letters was stronger than the love of money. I believe this

much may be effected in any community. An aristocracy of talent may balance and more than balance that of wealth. The goal to be reached, however, requires more. Conscience must be made to control our passions and appetites, till goodness becomes universal, and produces universal competence and intelligence. Before this glorious day can be ushered in, education must be made to comprehend *all* the powers and capacities of our natures. And should this long-desired good day never dawn, till the Son of Man returns in holy triumph, the noblest end we mortals can seek, is to labor for such a consummation. God has filled the world with beauty, and made us to appreciate it. Through the loveliness of nature, he would lead us to himself, the universal Creator, yet how little provision do we make for the education of all that class of our faculties that delight in the beautiful in nature and in art? In fact, there is such a deficiency in this department of education, that many seem to regard ornament and sin as nearly synonymous terms. Beautiful architecture, paintings, statuary, flowers, tasteful shrubbery, ornamental walks, and green grass plats, all have an educational power, and yet how little attention is given to these things. True, the great object of education is character, but it is character refined and ennobled, and this is ever formed by a great variety of appliances and influences. Both polite literature and the fine arts should be efficient aids in its formation.

Plato and Quintilian each declared that no system of instruction is worthy of public patronage, that does not make men better as well as wiser. All agree that this should ever be the leading object of our schools. Their intellectual eminence is less important than their moral. Let it never be forgotten that the formation of character is their primary object, the end for which they were originated, and must ever remain their chief glory. Here comes into requisition the personal, insensible influence of the teacher. This influence is permanent and irresistible, and constitutes, in every sense, the chief element of a school. Children never speak till spoken to, and then nearly in the same way. As is the teacher, so is the pupil. And the tastes and sensibilities of the heart can be as truly molded by education as the various faculties of the mind. The culture must not be cold and narrow, but as broad and comprehensive as the soul. Education is never entirely optional, never intermitted; even in solitude, every thing has a voice, an influence; and when this voice and this influence are the reproduction of the sentiments of the living teacher, he magnifies his office, for he is in possession of the citadel of the heart. As the hand traces the copy,

and the voice utters the notes of music, so the impressible heart receives the stamp of the teacher. Life begets life, energy energy, goodness goodness. Hence, nothing can ever be either a compensation or a substitute for the highest possible attainments of the Teacher. Just think ye. To train a child, to train children, to mold a school, to educate a nation of princes, to fit them all for the duties of earth and the bliss of heaven, what work committed to mortals can be greater, higher, holier? If the Teacher is really alive to the magnitude and results of his high calling, and really loves learning and goodness, he must and will breathe his own spirit into his pupils. The real love of learning and goodness never dies. Zeal is imperishable, and living enthusiasm irresistible. "Waking up mind" is something more than merely arresting the attention. It is so stirring our undying powers that they will never slumber more. The work demands the most careful preparation and the most entire devotion. It is too sacred to admit of trifling. The most experienced and best qualified tremble in view of such a work, and cry out, Who is sufficient for these things? Only "fools" will rashly "rush in where angels fear to tread."

The ancient masters left their own image upon their pupils. They taught them *wisdom* more than *books*. They discoursed of the good and the honorable, and constantly urged integrity as essential to excellence. In this let them be our exemplars. In full sympathy with the pressing mental and moral necessities of our youth, and with full and clear conceptions of the work to be done, we must use books as mere tools, helps; while, almost beginning where they end, we put forth the most vigorous efforts to make our pupils intelligent, thoughtful, pure, and magnanimous, that they may increase the integrity and energy of the community, and at the same time diminish its vices and restlessness. Thus they will become both ornaments and pillars of society, radiating centres of light and love, living epistles of the truth known and read of all men.

But how can minds be thus formed, characters thus created? This is the old question already answered a thousand times, and I repeat it to urge, that, more culture of the emotions, the sensibilities, the heart, the taste, is a necessity of the times, and especially of our city. We must study the idiosyncrasies of each one. We must study the endowments of nature.

"Format enim natura prius nos intus ad omnem
Fortunarum habitum; juvat, aut impellit ad iram,
Aut ad humum moerore gravi deducit, et angit;
Post effert animi motus interprete lingua."

Broader views must be taken of grammar. Much more attention given to language and polite literature. The minds and hearts of our youth must be brought into warmer, closer contact with the best models. "Literature is but a more perfect communication of man with man, and mind with mind. It is the judgment, the memory, the imagination, discoursing, recording or musing aloud. Government, war, commerce, manners, and the stage of social progress, are reflected in the literature of a country." With all the wisdom of the best of men given to this subject for years, and with all the progress that has unquestionably been made, it does seem to me that the training of our youth could be made more effective, and be brought to bear upon a larger portion of their faculties. With proper modifications, without giving up any of the branches now taught, it seems possible to create such an interest as would retain the pupils longer, give them more moral and mental vigor, and awaken an enthusiasm that will work on forever.

Little children love language and thought, and love to combine them. They love *beautiful* combinations of thought and language. They are full of the germs of literature. Here opens a limitless field. Language is one of the wide distinctions between a man and a brute, gives support and form to his reasoning powers, perpetuates his knowledge, and gives mind empire over mind. Without language, science itself, which so blesses the race, would be "the baseless fabric of a vision." Both the *ratio* and the *oratio* of the Latin, the Greek expressed by λόγος, which implies alike reason and discourse. From one mind to another language conveys the boldest conceptions, the profoundest thoughts, the nicest distinctions, and the most delicate touches of sentiment, though like the elements of life, it is so common few prize it. The analysis and study of languages are the analysis and study of the mind itself, with all its emotions and conceptions. It gives us direct access to all the secret workings of the soul, the clue to the most perfect knowledge of human nature. Every word, even the smallest particle, mirrors forth mental activity. Such analysis detects mind as it is, was, and ever will be, in every faculty and phase. In this study, almost unconsciously, we become acquainted with the mind in all its logical and psychological powers. It permits us to converse with the good and wise of all ages and nations. It is alike suited to each sex, and may be pursued at all times. It forms the seed, quickens the germ, expands the flower, and matures the fruit. It secures harmonious development, and almost compels our mental powers to revolve each in its appropriate sphere.

True, high attainments in the humanities are rare. The mania for

mere science has nearly superseded them in our schools. Good linguists are few, even among reputed scholars. The great and obvious utility of science in its applications to industrial pursuits, every where associates it with the idea of wealth. Thus we have our gains, and hence no one asks, what good these studies will do? But what good will the study of Latin, Greek, German or French do? What is the use of grammar, rhetoric, poetry, painting or drawing? German may be of use in trade, as we have so large and excellent a population of Germans; but how few among us encourage the acquisition of this language because of its choice literary treasures? Such studies cost too much time, toil and perseverance for this fast age. Few cultivate refined and delicate literary tastes. Few can be "dense and vigorous with Thucydides, verbose and playful with Heroditus, sublime and simple with Homer, sententious with Tacitus, and copious with Cicero—presenting not a meagre, nerveless skeleton, but a thing of life—a form exhibiting the unequivocal marks of health and vigor." Such skill requires nice and even painful discrimination, exquisite precision, fixed attention and continuous thought; in a word, ripe scholarship. The truth is, many a mind may grapple with the formidable array of the lines, angles, superficies, solids and fluxions of the mathematics, with great intellectual vigor, and yet be powerless with a classic. The former requires strength of only *one* kind and in *one* direction; the latter, *completeness* of development. In the former, small and even shallow attainments may shine; but in the latter, there must be compass and depth. The exalted thoughts, sentiments and vital energies of one mind cannot flow into another without a full channel, much less can they be expressed in language without similar culture. Nor can this culture come, at once and entire, like Minerva from the skull of Jove. The classified, arranged and philosophical principles, deductions and facts of grammars and lexicons, must be more or less mastered, and all the hidden, mysterious energies of the soul unfolded and enriched. The humanities are precisely adapted to this end. In such studies, mind grapples with mind, and the emotions of one spirit struggle to comprehend and express the emotions of another spirit, till by determined, repeated, vigorous efforts, all our latent activities are brought into intense exercise in beautiful and efficient symmetry. If the culture be expensive, the harvest will be rich. Grammar, logic and rhetoric are thus practically acquired. In such close communion of mind with mind, the philosophy of its operations becomes thoroughly incorporated into our very natures, woven into us. The forms, idioms and

taste of the cultivated, erudite Greek and German, thus become ours by paying the price. The common literature of the race, which must ever be the uniting bond of the learned, and the most efficient means of all true culture, by its quickening energy elicits the literature of our own souls. The Promethean fire pent up within us bursts forth, and we become conscious of the possession of a kind of new life. The value of such culture is above rubies. If under the control of sound moral principles, all that a man hath may well be paid for such a pearl.

Let me be understood. I advocate no exclusive attention to classical studies. These studies may be abused, and become merely "the lean worship of the dead letter." Their living power must be made to call out the aspiring and expansive faculties of the pupil. They must reveal to him that there are stronger agencies than steam and electricity, and more enduring monuments than the Colossus of Rhodes or the temple of Diana. "The Greek child, at the tender age of seven years, was brought to those great teachers of the Hellenic race, the poets, and there he learned, not merely in the artificial strains of music. The discipline which was thence derived, was not that of the intellect simply, but it was a discipline of the feelings, of the imagination and the taste. In ancient times, the grammarian took into his hands the boy who was destined to be an orator, as the artist took the marble to which he was to impart a breathless life and a speechless eloquence. The grammarian was an artist, but an artist of higher rank than the painter or sculptor, inasmuch as the living spirit is superior to the lifeless matter, inasmuch as the Demosthenes of Isaeus is superior to the Parthenon of Phidias. Let this creative element which once belonged to the profession be restored to it; let the mind of the teacher be thoroughly burnished and fired by constant intercourse with the great teachers of the race, the great masters in his own profession, and he will occupy no inferior rank, nor exercise a professional power inferior to that which is felt at the bar, in the pulpit, or in the senate."

Our modes of teaching are too technical and lifeless. We must teach our pupils to *feel* and to *enjoy*, as well as to *think*. We must teach them grammar and rhetoric and language, in such a way as to quicken into life the grammar, rhetoric and language, that lie dormant in their own souls. In no other way were all the great scholars of two thousand years, from Plato and Zenophon to Shakspeare and Milton, Moliere and Racine, educated. These were all grammarians without grammars. Catching the inspiration of congenial minds and hearts, they acquired such eminent skill in the use of language, and such

knowledge of themselves and others, as enabled them to leave intellectual monuments that will remain till the great final conflagration. And so *we* must learn to *use* books without *abuse*, make our instruction practical in the broadest sense, address *all* the faculties of our pupils, and thus draw out, direct and strengthen all their powers. Whether we teach them this science or that, the Greek, Roman, German, French or English classics, every lesson must be made to bear upon the ends to be secured. Here lies the success of that model classical teacher, Dr. Arnold, of Rugby. As Milton says, the path may be indeed "laborious and rugged in its first ascent, but else so smooth, so green, so full of goodly prospects and melodious sounds on every side, that the harp of Orpheus were not more charming."

All over the nation, you will hear from thousands an expression of regret that, their education had not been more literary. Especially is this true of Teachers themselves. Conscious of our mistakes, seeing and owning the better way, we go on in the old track, scarcely taking time to search out a remedy. Sometimes we censure systems, courses of studies, books and trustees, whereas, in most cases we ourselves are chiefly to blame for just this, that we do not give our pupils the kind of education which our own experience and observation, and the almost entire unanimity of the intelligent, approve. We must give a practical education. Not in the narrow, selfish, utilitarian sense. True, there must be the drill, close, severe and thorough; yet the proof, for example, that the pupil is a grammarian, or rhetorician, is not found in his ability to recite, analytically and topically, Green and Pinneo, Boyd and Whately, but in his ability to write and speak, in a pure, beautiful and earnest style. Ten can do the former where one can do the latter. And why? The one only requires a knowledge of the books; the other demands heart, imagination, taste—real culture. The one is an easy attainment, dependent chiefly upon the memory, and of little value; the other is a permanent, invaluable acquisition of the real scholar who can both think, and feel, and express his thoughts and emotions. So, too, a misguided recluse may read all the tomes of classic lore without much knowledge or wisdom. Subsoiling and harrowing may be necessary. Somehow, the Teacher must reach the inmost soul of the pupil and bring out his living energies intensified, enriched and rendered capable of the most active and effective concentration.

In securing this culture, what place should the mathematics occupy? Their utility in their *objective* results no one can question, what is their relative value as a means of mental culture? To much may have been

claimed for them as a study. Popular as they are it may be that we have overestimated them in this respect. The very facility with which they may be taught and learned, may have proved a temptation to us. Their great principles may yet be compressed into much smaller compass. The discipline they give may be secured, to some extent, by studies more enriching and improving. It must be confessed that, in the closest analysis, it is difficult to show that the study of necessary reasoning forms the habit of probable reasoning so well as the exercise of probable reasoning itself. The late Sir William Hamilton, preeminently the thinker of this century says: "If we consult reason, experience, and the common testimony of ancient and modern times, none of our intellectual studies tend to cultivate a *smaller number of our faculties in a more partial or feeble manner than mathematics.*" To such as have not deeply reflected upon this point, his is a bold and startling proposition. He seems however, to view the subject from all sides and to sustain his position by the highest authority and most cogent arguments. His is the ablest article ever written upon the subject, is very suggestive, and carries with it such convincing power, that in despite of all opposition, it will silently and gradually effect a great revolution. Time allows me only a glance at his views. Mark the sentiment of a few of his quotations:

To the question; "*Do the mathematics awaken the judgment, the reasoning faculty and the understanding in general, to an all-sided activity?*" Benhardi, a leading Prussian educator, unequivocally answers, no. They simply teach *quantity* and not *quality*. They induce that numb rigidity into our intellectual life which, pressing obstinately straight onward to the end in view, takes no heed or account of the means by which in different subjects it must be differently obtained.

Von Weiller, President of the Royal Institute in Munich says: Mathematics and grammar differ essentially from each other in respect to their efficiency as general means of intellectual cultivation. The former have to do only with the intuitions of *space* and *time*, and are, therefore, even in their foundation, *limited to a special department of our being*; whereas the latter occupied with the primary notions of our intellectual life in general, is co-extensive with its universal empire. And thus are we to explain, why the efficiency of the latter does not stretch so widely over our intellectual territory, why it never develops the mind on so many sides, and why, also, it never penetrates so profoundly. By mathematics the powers of thought are less stirred up in their inner essence than drilled to outer order and severity, and, conse-

quently, manifest their education more by a certain formal precision than through their fertility and depth. This truth, Von Weiller adds, is signally confirmed by the experience of our own Institutions. The best of our former *real scholars* when brought into comparison with the best of our Latin scholars would in general hardly compare with the most middling of these—not merely in matters of language, but in every thing which demands a more developed faculty of thought.

These are weighty suggestions worthy of the most profound reflection. If the culture and discipline secured by the mathematics be thus limited and partial and cannot develop the mind to all-sided energy and activity, cannot arouse it to its depths; but only drill it to outward order and precision; then educators must expect no more than this from these studies while they employ others to secure a more generous culture.

These studies cannot be given up. They have a use. They expand and invigorate. Their subjects are exactly defined and admit neither of obscurity of thought nor ambiguity of expression. All their processes may be perfectly tested, and their most abstruse and complicated calculations so simplified, that the mind can master them step by step, till it acquires strength and compass adequate to the higher analyses. Many of its demonstrations are exceedingly beautiful, and as the hill of science is not abrupt and precipitous, though rugged and lofty, the mind loves to glide along gently up its sides till it acquires great vigor, as Milo easily carried the bullock, at length, having commenced with the calf. Their field, too, in one of abstract truth, free from disturbing forces, the caprices of fancy, the prejudices of education, or the intrusions of interest. Besides, their complicated demonstrations fix the attention, hold it, and thus tend to form an invaluable mental habit. Often the pupil almost feels an accession of strength when after most careful and diligent search, he has found all the steps of an intricate process. He knows the truth can be found; others have found it; he can and must; he renews his efforts, acquires confidence and the joy of victory imparts new energy. And further, they are essential prerequisites to much of our knowledge of astronomy and natural philosophy.

So much must cheerfully be granted to mathematical studies. But when their votaries claim, that, they tend to create the habit of cool and careful decision; that they cure the mind of bigotry and rashness, because conversant only with definite relations nothing less than demonstration will satisfy it; and that, therefore they pre-eminently fit it for the investigation of moral truths, this is claiming too much. As we have said, they create strength, fix the attention and test our mental

powers in a certain direction ; but create no power of deep, searching reflection, no sagacity to detect such fallacies as demand keen, close discrimination. Their principles are all self-evident ; their axioms and propositions with all the steps of their demonstrations, intuitive ; and, hence, there is little to excite vigorous thought and mental energy. Skill may find play and strength be required, yet the routine of a demonstration, in the gymnastic of the mind, may well be compared with the routine of a treadmill, in the gymnastic of the body. Cicero, who in his defence of the poet Archias, his former revered preceptor, incidentally shows that his own education, as well as that of the scholars of his age, was chiefly obtained by the study of the humanities, expressed his belief that the most ordinary minds could by application become proficient in mathematics. Pliny observed that, "mathematics are the study of a sluggish intellect ;" and Aristotle said : "*mere boys* easily become mathematicians, while yet incapable of practical or speculative philosophy." Paschal declared that, "it is rare that mathematicians are observant, or that observant minds are mathematical." Klump, Zelter, Goethe, D. Alembert, Franklin, Descartes and a host of others entertained similar views.

The truth is, demonstrative reasoning leaves no room for sophistry. Its principles are all made ready and demand no mental acumen. Its premises are not to be found, they are given. They are not mixed up with errors and follacies, they are by themselves, pure truths. What valuable exercises of logical reasoning can they give? Says Sir William Hamilton : "Logic as the doctrine of the form of reasoning, so valuable in every other subject, is practically valueless in mathematics and so far from *forming logical habits better than logic itself* as Mr. Whewell intrepidly asserts, mathematics cannot conduce to logical habits at all. The art of reasoning *right*, is assuredly not to be taught by a process in which there is no reasoning *wrong*." To the same purport, Du Hamel says : "Geometers cannot err in the form of their syllogisms, nor do they lavish attention upon the rules of logic." Joseph Scaliger, the most learned of men, says : "A dull and patient intellect, such should be your geometers. A great genius cannot be a mathematician." And all know that it was long an adage in the European schools, that "a mathematician is either a beggar, a dunce, or a visionary, or the three in one." Harsh as this seems, and untrue as it is, in many cases, yet Roger Bacon to the same end, says, "that the very rudest scholars are competent to mathematical learning, although unable to attain to any knowledge of the other sciences." Bacon was

the most eminent man in the age of Henry III. Others quoted are among the most celebrated of all Europe. Their sentiments demand attention.

Dugald Stewart believed that these studies actually fostered credulity and led to an easy *admission* of data, implicit confidence in imposing names and an aversion to the examination of ultimate truths.

Though no such results are to be apprehended in ordinary cases, yet I do believe, that careful reflection will compel all to admit the existence of such tendencies. Having no necessity to examine principles, but processes, those accustomed to judge only by the rules of the exact sciences, must often fail to reach just conclusions when they attempt to judge of the administration of public or private affairs. Basedow truly affirms, "that mathematics tolerate no reasoning from analogy. They have no room for such argumentation, and yet how very large a portion of our practical reasoning is carried on by various analogies!

Again, another high authority, Walpole, affirms that the profound study of mathematics seems to injure the more general and useful mode of reasoning, that by induction.

The above are very grave charges. They cannot be passed by on account of our strong attachment to these studies, and our consequent unwillingness to admit anything that militates against their excessive prominence in every course of studies. They must be met and refuted, or allowed their full weight. And further: Reflection will show that mathematical truths, being *palpable*, render our moral feelings less sensitive to *impalpable* truths. Thus other modes of reasoning are made to seem weaker. Kirwin calls it an egregious mistake to suppose that the true way of acquiring a habit of reasoning closely, is to exercise ourselves in mathematical demonstrations.

To quote only one more authority: De Stael says, "Demonstrated truths do not conduct to probable truths, which alone, however, serve us for our guide in business, in the arts and in society." It must be admitted that many mere mathematicians are not good, sound, practical reasoners. Proud of their demonstrations, they are prone to deny what they cannot demonstrate, or, on the other hand, blindly receive it as an axiom, thus cherishing incurable arrogance, or an overweening presumption. They are prone to reject what they cannot demonstrate, and moral truths cannot be demonstrated. In this way some have become materialists. Accustomed to tangible truths, to necessary relations and connections, they ignore all liberty, and tend to fatality and atheism, spiritual insensibility and presumption.

Not to pursue the subject further at this time, I believe our course is, relatively, too mathematical. Youth should constantly receive classic culture. From their earliest years, they should have their tastes carefully formed and cultivated. Early the way should be prepared for the extensive study of the humanities. An immense waste of their energies could be prevented by turning the sacred fire of their souls into these channels. I speak not of cold, senseless mathematical modes of teaching aesthetics, nor of the barbarous mangling of Greek and Latin. I speak of the cultivation of taste, of classic culture and polite literature. At the very gate to this culture stand the Greek and Roman classic, and there they will stand forever. "Homer is still the fountain head of all European poetry and art. There he stands, venerable with nearly thirty centuries, touching his heroic harp to strains of unsurpassed, nay, unapproachable excellence and grandeur." Nothing as an instrument of thought can surpass his picturesque, melodious and enchanting language. The great ancients have ever been the teachers of the civilized world, the bond of union between scholars, the radiating centres of the most delightful associations, prolific sources of refined feeling and elegant thought. In charming imagery they address our entire natures. They penetrate to the depths, and stir into lively exercise and activity all our faculties. They excite to an all-sided development.

Living men and women of refined tastes, strong intellects, true, extensive and most thorough culture, with warm, honest, earnest hearts, are the necessity of this age. The times demand solid characters who can and will distinguish between right and wrong. Egypt was but a narrow strip and Greece but a speck compared with this broad land. Burke's "two millions in America" are already twenty-five, and will soon be a hundred millions. The wealth and wisdom of the world flow in upon us.

"The first four acts already past,
Time's noblest offspring is the last."

A great nationality demands great men. Nothing here is circumscribed. Like our rivers, mountains and prairies, every thing is on a grand scale. The literature of Athens was not known beyond the Pinus, (two hundred miles,) but ours extends from the Penobscot to the Oregon, from ocean to ocean; nay, throughout England and her dependencies. Society must not lack integrity and stability. Avarice must not consume the heart of the nation, and eat out its very vitals. These tendencies must be counteracted. To this end, piety has already done much and will do much more. In God and his truth is our

only hope. He sanctifies learning, and causes it to diminish crime and misery. The present system of universal education in the Prussian dominions diminished crime thirty-eight per cent. in the first fourteen years. It should do much more in connection with a purer Christianity. Civil and religious freedom, too, is increased and protected by knowledge. Men thus learn their rights, privileges and duties, and are more likely to give up abuses. Many truths now universally admitted in civilized communities, cost, in darker ages, the blood of martyrs. The elective franchise, the arms, the offices of the state, are a fearful power without intelligence. All inventions and improvements are the results of light. Ignorance is the throne of despotism and mother of superstition.

Our colleges and universities, with all their defects, have shed unmeasured blessings. Intellectual and moral bulwarks, they have nobly breasted the tide of commercial speculation and political excitement. They have long been the great reservoirs of knowledge. Their graduates have made many of our best books, done much to foster a general literary spirit, and every where been the majority of our most reliable public men. Concentrated talent, collision of cultivated minds, profound and extended researches, with large, select libraries and ample courses of studies, have caused them every where to shower blessings upon the republic. Their literature has diffused around them refining, softening, elevating influences. Such influences must be increased. Who could measure the amount of happiness an all pervading literary spirit would create? And is this a hopeless attainment, even in a great commercial city? Are our scholars themselves so affected with the reigning unrest, that we must despair of a change? Are there not enough men of nerve, soul and vital energy, to redeem us from this terrible reign of avarice, intemperance and sensuality? Then we must kindle a counter fire, we must pre-occupy, we must fill the measure with wheat. Then we must evangelize and educate, electrify and arouse the city from its death-slumbers. The healing streams must flow from our schools. A determined, combined effort must be made. Martyr spirits may be needed. We must stem and roll back these deadly currents, and lead our ten thousand in a more excellent way. Our institutions must be still more warmly cherished. Higher ideas of an education must be kept before our pupils. Such an enthusiasm for classic lore must be infused into them, that they will linger at our schools and ask for a more extended course, a still higher grade. This city ought to have five hundred of her sons and daughters reading *Homer* and *Zenophon*, *Horace* and *Tacitus*, with the best of our Ger-

man, French, English and American classics. There is no lack of either time or talent. There is need of more literary enthusiasm, a more just appreciation of higher scholarship. Under the reflex influences of a higher standard, our youth must be made to feel that they cannot be ripe scholars at sixteen or eighteen. They need the vital influence of earnest scholars. Our standard is too low. We think too much of small attainments, and are too contented with shallow draughts. Impelled forward by the magic power of living specimens of a higher scholarship, our pupils would tremble at the sublimity of human attainments, learn humility, and, as true disciples, with quenchless zeal and untiring effort, dig for knowledge and seek for wisdom. Parents, too, would have their views expanded, and no longer regard the acquisitions of eight or ten years as any thing more than the mere ground work of an education ; nor consent to have their children forced along, as hot house plants, daily crammed without culture ; while they would give them time to make solid attainments.

As Educators, we have but one course. With perfect patience and full assurance we must press toward the mark of our high calling. A better day dawns. The rays that tip our educational horizon blush deeper and deeper. Men begin to think more deeply upon these great questions. They see the necessities of the people, and ask for a higher, broader culture. To create a literary spirit is ever a slow work. Line must be upon line, and precept upon precept. Trustees, teachers and pupils must coöperate with every class, profession and calling, to create and infuse this spirit. Especially must we create in all our schools a taste, a quenchless taste for literature, an undying love of true knowledge. An appetite must be created, craving as that of the miser or the inebriate ; an appetite not for the endless reading of the trash disgorged by the press, but a discriminating appetite, a thirst for classic studies with all their charming beauties, a thirst for the great truths of science ; an appetite that will grow stronger when school days end, and constrain our youth to give up low amusements, light reading and lost evenings, for real embellishments, solid attainments and substantial enjoyments.

Behold the reform ! A moral, classical, scientific city with a perfect system of education, from the primary grade to the most complete university ; a great central library, with galleries of paintings and a choice collection of statuary ; a contented, religious, literary, holy, happy people, having homes, loving their homes, and living at their homes, bound indissolubly together by the most charming, sanctifying and hallowed associations ; educated parents and educated children, mutually and constantly educating each other, all together fearing God and working

righteousness. Who could measure the happiness, wealth and strength of such a community? Who could measure the influence of such a city upon other cities and the world? How vast the difference between a home in such a city and a mere sojourn in some Western frontier? Inaugurate such a state of things, and you would double our wealth and population in a very short time. Hardly would mere gold allure such a people from their homes. Such a people would become celebrated throughout the world. Thus life would be valuable, God be honored, and men saved.

Now cannot education do more for society? Admit that our schools do rank high, that they are our most economical agency for the protection and elevation of society, can they not fill a wider sphere? Can they not reach the thousands now growing up in ignorance among us? Can they not be made to detain our pupils upon an average from three to five years longer? Cannot our youth be made to feel that education can do vastly more than give a preparation for industrial pursuits, the claims of commerce and of the state?

Rising far above the selfish, grasping, utilitarian spirit of the age, we must all occupy higher ground. Our schools are warmly cherished in the hearts of the people. Heathenism here has so far retired as to admit females to equal privileges with males, and God's plan so far prevails, that we no longer separate what he hath united; but we must advance, bring in the poor, enlist the sympathies of the wealthy, and show them how to turn the material into the spiritual, gold into souls. We must steadily work for a library upon the most enlarged scale, together with a good, practical university, complete and vital in all its parts. Oh! the good wealth may accomplish. Is there no other Hughes, no other Woodward? Who will next come forward for never-failing garlands, and leave his name embalmed forever in the hearts of a grateful people?

The foundations are well laid, and we must not despise the day of small things. Drops make the ocean, atoms the mountain. Every year records progress. Deliverance will come. A mere spark may fire the city. We must watch and pray, work and wait. The soul created will draw to itself a body. If we can kindle a love of study, of knowledge and of truth, with such discipline as will secure the power of severe and rigid analysis, cautious and comprehensive generalization, careful deduction, acute discrimination and a delicate and refined taste, together with a bold, fertile and chastened imagination, some of our best pupils will remain longer at school, and become eminent, while *others*, having root and life in themselves, will not go out to have their

minds flicker and expire, as tapers in bad air, but to distinguish themselves with their profound reasonings, impassioned eloquence, or sublime poetry.

In conclusion, let us avoid extremes. Avoiding a course too mathematical, let us never forget that there must be severe discipline, and if less by the calculus, more by the classic. By properly teaching the humanities, we may enlist the heart as well as quicken the intellect, and open new fountains of happiness. By close and constant communion with the best poets, orators and philosophers, our pupils will imbibe their spirit. By repeated exercises in the translation and analysis of fine writing, they will acquire skill and power, and show the results in life. This is the culture our pupils need. They recite principles and rules enough, but these are not sufficiently wrought. They can solve hard problems better than they can think, write and speak. This fact all will admit, and with it seems to follow our conclusion.

The culture here indicated will be more difficult, and cost the teacher far more thought and labor, but it is entirely practicable. Small children love beauty and symmetry, and feel emotions of grandeur and sublimity. With proper guidance they can trace these to their sources in fine writing and in the heart. All their emotional powers are highly susceptible of cultivation.

Is it urged that such culture would not be appreciated, and secure the percentages for promotion? If the previous question be settled, that aesthetics are fit for children, and the humanities should be taught them, then our tests must be made to conform.

As Educators, we must make deeper impressions and wield stronger influences. Alive, active, earnest, loving literature and filled with its inspiring power, we must breathe zeal into our pupils. "Our stars" make us not "underlings." Let us be true to "ourselves." The great souls of earlier times have passed away. Ambition and avarice foment the passions of the reckless. Society rocks to its basis. Mass meetings and conventions every where allow free passage to the electric fluids of human passions. The times are eventful. Mind meets mind, and Greek, Greek, while the surge of life rolls on with its coming millions. This is the land of promise. Grave questions are before us, and our responsibilities are fearful. May the Eternal Spirit "raise what in us is low, and what is dark illumine," that we may so mold the rising race as to save the greatest number, and show to the witnessing nations the richest blessings of free institutions! May our personal obligations, and the coming destinies of this great people, so arouse us to effort, that the flaming sword of the cherubim may be again sheathed, and man permitted to reënter the paradise of God!

COMMUNICATIONS.

CORPORAL PUNISHMENT IN SCHOOL.

BY D. A. PEASE.

(Concluded.)

But to return : if a single day's absence from the school-room, on the part of a pupil, does him so great an injury, what must be to him the result of staying out a week or a month, as is the case, usually, in suspension ? Will he henceforth be less irregular in attendance ? Will tardy marks appear on the register against him, less frequently, in the future. It appears to me that it is unnecessary to answer these interrogatories. All would respond in the negative. How is it in case of expulsion ? Usually an expelled pupil is deprived of school privileges during the remainder of the term after his banishment. Deprived of school privileges, did I say ? I mistake greatly. He is, to be sure, cut off from the benefits that his fellow scholars are receiving, and those lads and misses are no longer his school-mates ; but he enters another educational institution, and forms new school associations. True, he may no longer listen to the mental and moral instruction that is afforded in every well regulated District and High School ; but he is taught precepts which are more in unison with his natural inclinations, and he rapidly advances in the studies that he is prosecuting. Fellow Teachers, you have already learned the name of this flourishing institution. It is Satan's Seminary, the Street School ! Ah ! how efficient are its instructors ; what proficiency their pupils make ; what countless numbers attend ; and how it rises in point of influence. But alas ! how depraved are its Teachers ; how pernicious their instructions ; how perverted and debased, the hearts and minds of its scholars ; and to what sad, fearful ends they are hastening. Some are being trained to intoxication from the use of alcoholic beverages ; others are studying to be gamblers and black-legs ; others still are pursuing higher branches, such as pocket-picking, larceny, burglary : these are in the Preparatory Department. Some are pursuing a Collegiate course : they are seeking to become adepts in highway robbery, licentiousness, seduction and homicide. Many have already graduated from their respective departments. The rum-blotched nasal appendage of yonder seared, feeble, trembling, disgusting wreck of humanity, together with his bloodshot eyes, betokens him an almost superannuated member of the Primary School ; and his whole appearance indicates that the poor wretch will

soon totter into a drunkard's grave, to meet that being who has said, "No drunkard shall inherit the kingdom of God."

"What a commotion in our community! What has happened?" Why that richly appareled, supercilious gentleman, who has lately been elected President of our Bank, is just discovered to be an embezzler of funds belonging to a neighboring Insurance Company, to the amount of thousands. "What! that person who has driven that pair of splendid blacks about town so much of late—he a swindler?" It so seems; and furthermore, he is now known to have committed that gigantic forgery concerning which our citizens were so highly excited a few months since. "Is it possible!" Reader, this wily knave is just being promoted from the Preparatory department of this infernal seminary of his Satanic majesty!

That young man about to be hanged for beating out, with his flail, the brains of a police officer who had come to arrest him for forging a check to pay a bill made during a night of reckless dissipation and drunken revelry—what is he but a proficient in the Collegiate department? He is about to graduate! Ah! yes; our world abounds with those who have received diplomas from the faculty of some one of Satan's institutions; their whole education has been antagonistic to the pure doctrines of the Savior; and long, and faithfully, and patiently must the good labor, before these erring ones can be won to the side of virtue.

But I have almost lost sight of my subject. The expelled pupil—yes, and he that is suspended, also—comes under influences thus perverting, degrading, ruining. Then, is there not a serious, insurmountable objection to punishment by expulsion? The Teacher in his dealings with his scholars should regard the well-being of all concerned. Not merely the good of the wayward pupil should be his desire: he should act in reference to his entire school and the community in which he is called to labor.

I recur to the question respecting corporal punishment in schools. Can a school be governed without it, except by suspending or expelling the incorrigibly disobedient? The days of Puritanism have passed. The stern integrity of the old, and the simple reverence of the young, that characterized that period, are now rarely witnessed. Then, a lad required maturity of judgment and the schooling of experience, to render him a man. Then, he felt his ignorance, and sought to learn of his parent, his teacher and his pastor. Then, he paid proper deference to their admonitions, and he was therefore enabled to avoid dashing his frail bark upon the shoals and quicksands of youthful indiscretion.

Then, remembering that the good alone are great, and that the heart is deceitful above all things and desperately wicked, they trusted not to the wisdom of uninspired man, but sought aid from a higher source, and were thus enabled to fill stations of honor, usefulness and emolument. Such a lad was George Washington, now gratefully remembered as the Father of his country.

How is it with the youth of the present day? Alas! they are sadly degenerated. Before they can talk plainly, they question the wisdom and authority of their parents; at the age of ten, they have learned to chew tobacco, smoke cigars, and swear like free-booters; before they are sixteen years of age, they have learned to tip the social glass, shuffle cards, and spend whole nights in Bacchanalian revelry; at twenty-five they deliver their opinions with all the gravity of an oracle; and so few of them number the three score and ten years allotted to man, that those few are considered instances of remarkable longevity. Why is this? Is the nature of man more corrupt than it was fifty years ago? Are parents more vile and infidel now than parents were in those days? Some may so think, and perhaps these are the causes that in a great degree produce the present lamentable waywardness of our youth; but in my opinion the difficulty lies not there. It is because parental government has become so loose. Not that parents have grown more vile, but that they have become less rigid in administering family discipline. The wholesome restraints so well adapted to curb the impetuosity of youth and check their waywardness are too seldom brought into requisition; and as a consequence, like a bark without a rudder, they become the sport of every tempest, and founder in the sea of folly, or are wrecked upon the sunken bars of crime. Not respecting those to whom they owe their being, and whom gratitude should prompt them to love and cherish, they become selfish, heedless, willful, unthankful and regardless of others' feelings, which characteristics they are but too apt to retain throughout life.

In this doleful state they are sent to school. The Teacher is a stranger, and he must first win their love and esteem. This he can readily do, perhaps, if experience has given such renown as to inspire awe and respect in the minds of his pupils; but, if he is inexperienced, a long time is necessary, however wisely he may conduct himself, to obtain their love and confidence. Not until they have tried every plan and device peculiar to the school-room, will they yield cheerful obedience. Hence, it is requisite that the Teacher should be feared, as well as loved.

In one of the counties of our State, and in the same District and building, are both a Common and a Central school. The latter has been in operation something less than a year. Previously to its being opened, the Township Board of Education which has the supervision of it, decided that both schools should be governed without the aid of corporal punishment. The District school was placed under the charge of a young man of little experience; and the principal of the High School was not much older, but he had longer been engaged in the business of teaching. The schools were of the same size, but the scholars of the Central School were older, and, as a general thing, they took greater pride in conducting themselves becomingly. The principal of the High School had little difficulty in keeping excellent order, there being during a term of eighteen weeks, but one instance of suspension, and none of expulsion. The suspended scholar, was deprived of the benefits of the school, one week. Many of the pupils in this Department were notoriously vicious, having recently graduated from the various Common Schools in the vicinity.

The Teacher in the District School succeeded very well for two weeks. He was untiring in his efforts to benefit his charge. But at the end of the first fortnight, the scholars began to manifest a spirit of disobedience. Being crippled in efficiency, because of the rule respecting corporal punishment just adopted, he could not check the rising rebellion, and in a few days his pupils had it all their own way; completely running over him and heaping upon him all manner of indignities. They talked and studied aloud—what little they did study—left their seats without permission; chewed gum; threw paper bullets about the room; quarreled and foot-raced going to and from recitation; swore, lied, gambled and fought at recess, contradicted and disobeyed and insulted their instructor in every possible manner that they could invent—in a word, that school more resembled a Menagerie, or a Bedlam than a place of instruction.

A few weeks since, both schools reopened. The corporeal punishment rule was repealed. The High School continued under the same superintendence, regulations and instructions as before. A young lady of not much experience is teaching the District School. Several of the scholars in the upper room, were among those that gave the other Teacher so much trouble last term. Yet, although the Principal of the Central School is obliged to "draw taught," the reins of discipline, both schools are orderly and prosperous. Thus far there has been no instance of suspension or expulsion in the High School, though two

lads left because they could not have their own way ; and the Teacher of the District has used the "rod" but a few times.

I do not say but that an older and more dignified Teacher would have done better in the lower room, last term ; but one thing is certain : scholars from seven to ten years of age would rather be in the street at play, than in the school-room ; and for such, suspension and expulsion have no terrors. They rather seek than avoid punishment of this kind. If it is argued that parents would punish their children when they are sent home, and thus compel them to behave properly ; I ask, why may not the Teacher flog them, and have done with it, and save the parents the trouble ? And this question becomes more important, when we reflect that in seven out of ten cases, the Teacher would be censured, the ebullient scholar upheld and the object of the Directors thus subverted.

I think I have fairly presented both sides of the subject under consideration ; and from the argument advanced, I am fully persuaded that corporal punishment may be abolished in schools that consist of large scholars only ; but that it must be used in the management of ordinary District Schools.

SYLVANIA, O.

EDITORIAL DEPARTMENT.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER VIII.

DEAR CHILDREN :

The time has come for me to write another letter to my little friends. Since my last, I have received letters from a great many of you ; and I think every thing of them, for they are just the nicest letters in all the world. I thank you a thousand times for them. I have not room to print the names of all who have written to me.

A few days ago I spent several hours in "the Ohio Institution for the Education of the Blind." It is a great misfortune to be blind. There are a great many beautiful things in the world which we love to see. But blind people can look at none of them. Not one beautiful person, or animal, or bird, or building, or tree, or flower do they ever behold. They can not see the beautiful blue sky, the sun, the moon, the stars. The pretty hills and vallies, and streams of water, they can

never look upon. But worse than all this, they can not see their dearest friends. They can not look up into the faces of their kind parents, brothers, sisters and associates. Oh! the poor blind children,—are you not very sorry for them?

Well, I am glad that a way has been found out to teach them to read, and to study many other important branches of learning. There are a very great many blind people in the world, and if they can be taught to read, it is the next best thing to being able to see. Valentine Haüy, a Frenchman, first advocated the idea of institutions to teach the blind, about seventy years ago. At present there are a great many such institutions in Europe, and in our own country.

About twenty years ago, an Asylum for the blind was established in Columbus. It is finely situated on the National Road, one mile east of the center of the city. The building is large and well arranged, and the grounds around it are very fine. Dr. A. D. Lord, who was formerly the Editor of the *Journal of Education*, is Superintendent of this Institution, and I do not think that a better man for the place could be found. He is assisted by several Teachers, a Steward, Matrons, and other helpers; and every thing is managed in the best manner.

There are now about sixty pupils in the Institution, most of whom are between ten and twenty years of age. You would be very much pleased to see and hear them read. I can not very well describe the books they use. They are printed with "raised letters," that is, the letters stand out from the rest of the paper. The pupils feel along the lines with their fingers, and they know the words by their feeling. I asked a very pretty little girl, Sarah Raymond, of Huron, to read a certain verse in the Bible. She opened the Bible, and felt along over the top of the pages, till she came to the right book. She then felt along till she found the right chapter and verse, which she read without calling one word wrong. Their maps are so made that by feeling of them they can describe countries, boundaries, and localities, without difficulty. They study the same branches that other children do. I heard one class reciting in Grammar, and another in Mental Arithmetic. They pay much attention to music, both vocal and instrumental. Some of them sing well, and many of them are fine performers on the violin, the piano, and the organ. The time of several of the Teachers is devoted exclusively to music. They have both an aptness and a fondness for music far more general and marked than most children possess. They can see none of the pretty sights which the world

affords, which loss seems to be compensated by their higher enjoyment of sweet sounds.

But they are taught not only the common branches of education, but also certain industrial occupations, by which they can support themselves after they shall have left the Institution. The boys learn some simple trade, such as making brooms, baskets, and brushes. During the year 1855, nearly one thousand dollars' worth of brooms were sold, which the blind boys had manufactured. Such articles as they make will always find a ready sale. It requires but little capital to set up such business, and but a few very common tools are necessary to be used. And as almost all the blind are children of poor parents, and as they will be much happier to be able to earn their own living, I think the workshop a very important feature of the Institution.

The girls are taught to knit, sew, and make fancy articles of bead-work. It is an interesting sight to see a room full of blind girls, all busily engaged with their needles, and all seeming to be very happy.

They run and play, and in various ways amuse themselves, just as other children do. They soon get so accustomed to the building and grounds, that they go all about them without difficulty.

Every morning and evening they have devotional services in the chapel, and every Sabbath afternoon Dr. Lord lectures to them on religious subjects. He has gone over the first ages of the world, down to the time of the flood, and has instructed them so thoroughly that they can answer any question that you might ask in regard to the Patriarchs, and other men of that period. Some of the pupils are true Christians, and, like Bartiemus, follow Jesus. This poor man lived in Jericho, and as he sat, one day, by the way-side, begging, he heard a multitude of people walking and talking, and inquired what it all meant. He was told that Jesus of Nazareth passed by. He then cried out to Jesus to cure him of his blindness. Jesus had compassion on him, and said, "Receive thy sight!" And immediately he received his sight, and followed Jesus.

If people are blind in this world, but love Jesus Christ, they will not be blind in Heaven. I have read a beautiful Hymn on this subject, all of which I would print here, but it is too long. Little Edward was a blind boy. With his sister Mary he one day went out to a grove, where there were beautiful trees, fragrant flowers, and pretty singing birds.

"Dear Mary!" said the poor blind boy,
That little bird sings very long—
Say, do you see him in his joy,
And is he pretty as his song?

"Yes, Edward, yes," replied the maid,

"I see the bird on yonder tree."

The poor boy sighed, and gently said :

"Sister, I wish that I could see!"

"The flowers, you say, are very fair,

And bright green leaves are on the trees,

And pretty birds are singing there :

How beautiful for one who sees !

"Yet I the fragrant flowers can smell,

And I can feel the green leaf's shade,

And I can hear the notes that swell

From those dear birds that God has made.

"So, sister, God to me is kind,

Though sight, alas ! he has not given,

But tell me, are there any blind

Among the children up in Heaven ?"

"No, dearest Edward, there all see ;

But why ask me a thing so odd ?

"Oh Mary, he is so good to me,

I thought I'd like to look at God !"

Ere long, disease his hand had laid

On that dear boy, so meek and mild ;

His widow'd mother wept and pray'd

That God would spare her sightless child.

He felt her warm tears on his face,

And said, "Oh, never weep for me ;

I'm going to a bright, bright place,

Where, Mary says, I God shall see.

And you'll come there, dear Mary, too ;

But, mother dear, when you come there,

Tell Edward, mother, that 'tis you—

You know I never saw you here !"

He spoke no more—but sweetly smiled,

Until the final blow was given ;

When God took up that poor blind child,

And open'd first his eyes—in Heaven.

Dear children, every day thank God that you are not blind. Be very kind to all the blind people whom you see, doing them all the good you can.

Good-by, for a month.

EDITOR.

How IT HAPPENS.—The supply of *Journals with printed covers*, for the months of January, February and May, is exhausted. Future orders for these numbers will, therefore, be filled with numbers covered with plain paper.

O M N I A .

EXPLANATORY.—"Whew! A whole number of the *Journal* taken up with one article!! That's great!!!" Hold on, and be quiet, stranger, and we will tell you the way it happened. But let us first remark that only three-fourths of the pages are covered with this article. Secondly, it is one of the best articles that ever you saw, or heard. Thirdly, it will do you good to read it, or you are a ———, we are too polite to say what. Fourthly, we could not defer a part of it till the December number, for reasons that we fully understand. And, fifthly, as 500 extra copies are ordered of this address, we can thus save the *Journal* some expense, for composition. If these reasons are not satisfactory, we shall be disappointed, and sorry, and possibly may ask your forgiveness.

"LAST CALL.—A large number of the subscribers to the *Journal* are in debt for the present volume. We hope that all such will remit the amount without delay, for the *Journal* is in arrears to the printers, who need their pay. Upon a few Township Boards we have agreed to wait till February. All others are requested to "settle" immediately.

A GOOD DEED.—The house of A. S. Barnes & Co. have, through their Agent, Henry Childs, Esq., donated one hundred dollars, cash, to the McNeely Normal School.

CORRECTION.—In our last number we stated that Mrs. Hogg had granted the use of a boarding house to the McNeely Normal School for a term of years, free of charge. We are requested to say that such is not the case, but that it is rented in a way to benefit the School little, or none.

INSTITUTES.—During the past month we have attended several Institutes, a notice of which shall appear in our next. Those at Felicity, Clermont County, and New Philadelphia, Tuscarawas County, deserve more than a passing notice. During the present month, Institutes will be held at Republic, Seneca County, commencing on Monday the 3d, and at Ironton, Lawrence County, on Monday the 10th. The latter of these was incorrectly announced in our last number.

OUR esteemed friend, the Superintendent of the Cincinnati Schools, finding the duties of his office rather onerous, has secured the aid of an accomplished Adjutrix. We were happy to meet them yesterday at the Neil, on their return from Niagara.

MR. JAMES CAMPBELL, long the able Principal at the High School in Dayton, has been appointed Superintendent of the Schools in that city. Salary, \$1,200 per annum.

FRANCIS WHEATON, Esq., of Philadelphia, has been appointed Professor of Belles Lettres in Kenyon College.

MR. D. F. JOHNSON, late of the S. W. Normal School, has been chosen Principal of the Schools in Marion.

MISS JULIA BRECKENRIDGE, late of Circleville, has been appointed Teacher in the High School in Bucyrus.

BOOK NOTICES, and many other matters, are necessarily deferred.

THE
Ohio Journal of Education.

COLUMBUS, DECEMBER, 1856.

ASSOCIATE EDITORIAL.

HISTORY OF MARIETTA COLLEGE.

In Dec., 1832, a charter was obtained for an institution of learning, to be located at Marietta, under the style of "The Marietta Collegiate Institute and Western Teachers' Seminary." Though the course of study was of an elevated character from the first, the honor of conferring degrees was not granted by this charter, as it was not asked.

It is important to notice the provision made at the very founding of the institution, for a Teacher's department. To the subject of Common School Education and the need of good Teachers, considerable space is devoted in the First Annual Report. The Trustees regarded, as "a matter of the first importance, the attempt to improve the character of our Common Schools by furnishing a supply of qualified Teachers." The same subject is again made prominent in their Second Report, and they speak of their desire "to effect a distinct organization of the Teachers' Department, furnished with a competent number of Instructors." Though this department has never been organized as a distinct institution, it has had an elevated course of study, embracing all the English branches of the Collegiate course. Substantially, as first arranged, it still exists, though it is now known by the name of Scientific Course, instead of that of Teachers' Department.

In the winter of 1834-5, a new act of incorporation was obtained from the Legislature, altering the style of the Institution to "Marietta College," and granting the power of conferring degrees. In the following summer the first President was elected, Rev. Joel H. Linsley, D.D., and the Institution was fully organized as a College. The first class graduated in 1838, numbering four; from which time no chasm

occurs in the regular series of classes, and no class since the first has numbered less than six.

The funds of the College have all been furnished by private benevolence. No aid has been received from the State. At a meeting held in the winter of 1832-3, at Marietta, \$7,000 was subscribed, which was increased to twice that amount during the following summer. The citizens of Marietta thus commenced giving to the College, at the very beginning of its existence, and they have never become weary in this mode of well-doing. As nearly as can be ascertained, the people of Marietta and Harmar have given to the College, up to this time, over \$80,000.

No institution was ever more fortunate in the character of the population in which it was located, or in the Trustees to whose care its interests were committed. Three of the original Board still retain their connection with the institution, one of whom discharged the duties of Treasurer gratuitously for 17 years, and another has been Secretary from the beginning. The united benefactions of these two gentlemen to the College, exceed \$30,000.

As Marietta College has received no aid from the State, so it has never raised funds by selling its own obligations at a discount. No one has been solicited to aid in replenishing its treasury, except through regard to the interests of religion and education. No Scholarships have ever been disposed of except at par value. Whoever has made donations of this character, has been a donor in fact as well as in name, inasmuch as he has thereby paid full tuition *in advance*, thus giving the College the benefit of the interest. But only a small part of the funds have even this incumbrance. Five hundred dollars have been given as an absolute donation, for every hundred obtained in the form of Scholarships. And instead of receiving no income from students in attendance, a large majority—at present, five-sixths—pay the regular tuition fees. The result shows that the Trustees have acted wisely in a financial as well as a literary view, in seeking to give the Institution such a character, that students may be attracted by its intrinsic excellence, rather than by inducements growing out of the virtual reduction of tuition to a nominal value.

The Trustees of Marietta College have been economical in their expenditures for buildings. They have deemed the excellence of an institution of learning to consist more in the character of its Officers, and in the extent and value of its Libraries, Apparatus and Cabinet, than in expensive edifices. For the first fifteen years, a single edifice

was made to serve all the purposes of the Institution. About six years since a second was completed, which is wholly devoted to public rooms.

To the Library and Apparatus, early attention was given. In 1837 a very valuable collection of Philological works was purchased in Europe by the Professor of Languages, together with many choice works in other departments. Some three years since a large addition was made to the Library, so that it now contains nearly 9,000 volumes; and for the purposes of a College, it is believed to be, in proportion to its size, fully equal to any in the country. The two Literary Societies have fine halls, handsomely furnished, and also excellent Libraries, containing together about 5,000 volumes. The Society of Inquiry has also a Library of from 800 to 1,000 volumes. The College has a Library Fund of between \$4,000 and \$5,000, the interest of which may be annually appropriated to the purchase of books.

The Apparatus is not as extensive as would be desirable, but is for the most part of great excellence. The policy has been, in making purchases, to buy none but good instruments. The Cabinet is large and valuable. It embraces the extensive collections of S. P. Hildreth, M.D., which he has generously donated to the College, and to which a room is devoted.

There has been comparatively little change among the permanent members of the Faculty. For the first twenty years, the average term of office of the Professors was ten years; and of the present Faculty, one has been connected with the College nearly eighteen years, and another over sixteen. It should be remarked, also, that nearly all the officers have been elected when young. The first three Professors came to their several chairs directly from the Theological Seminary, and the fourth was elected before he had been out of College two years.

The College has been characterized by the permanence of the students as well as the officers. It might be expected that some, for various reasons, would leave before the completion of their course; but the number of such has been remarkably small. The per centum of loss during the four years' course, is only 22; in other words, for every hundred Freshmen, there have been 78 graduates. And, to a great extent, the Alumni have pursued the entire course here; but few have entered in advance. Of the present Senior Class, numbering fifteen, eleven entered at the beginning of the course.

Rigid adherence to the established course of study has always been required. The number of students might have been considerably in-

creased by the opposite course, for applications for admission are continually made by those who wish to make their own selection of studies. But though the catalogue might have been enlarged by receiving Eclectic students, the number of those completing the course would probably have been diminished. However this might have been, the Trustees and Faculty have no faith in the optional system, which allows the student to select for himself what studies he shall pursue. There is indeed, as before stated, an English course, established originally more specially for the benefit of Teachers, which embraces all the studies of the regular course, except the Classic languages. But this course is as rigid as the other. The student who enters it must take each branch in the order in which it is laid down.

Two or three facts may be stated in regard to the practical workings of this department, which are commended to the careful consideration of those who would substitute the sciences and modern languages for the classics, as a means of intellectual culture. The Latin and Greek, in the regular course, employs the student, in the aggregate, a year and a half, leaving two and a half years for the branches which constitute the English course. As the latter occupies three years and the former four, the classical students are obliged to study in two and a half years what the others do in three. Yet the average of attainment—there are exceptions—in the English branches, is decidedly higher among the members of the Classical department than among the others.

Again, while those in the full course usually take hold of French and German with great avidity, it has often been found difficult to excite any interest in these studies on the part of those in the short course. And a portion of nearly every class petition to be excused from studying them.

Once more. It has already been stated that, at this College, for every hundred that commence the Classical course, seventy-eight complete it; or, more than three out of four. By an examination of the catalogues, it appears that only one in sixteen has completed the short course. According to the experience of this Institution, if equal numbers commence the two courses, for each *one* that would finish the short English course, *twelve* would complete the longer classical one.

The College has graduated nineteen classes, numbering 182; giving a yearly average of nearly ten.

The following list embraces all the permanent officers from the beginning:

Rev. Henry Smith, D.D., 1835—1855.
 Rev. D. Howe Allen, D.D., 1835—1840.
 Rev. M. P. Jewett, A.M., 1835—1838.
 Rev. Joel H. Linsley, D.D., 1835—1846.
 Rev. Israel W. Andrews, D.D., 1839.
 John Kendrick, A.M., 1840.
 Rev. Hiram Bingham, A.M., 1846—1849.
 Rev. Ebenezer B. Andrews, A.M., 1850.
 Rev. Addison Ballard, A.M., 1855.

List of Presidents.

Rev. Joel H. Linsley, D.D., 1835—1846.
 Rev. Henry Smith, D.D., 1846—1855.
 Rev. Israel W. Andrews, D.D., 1855.

Present Faculty.

Rev. Israel W. Andrews, D.D., President, and Professor of Moral and Intellectual Philosophy.

John Kendrick, A.M., Professor of the Latin and Greek Languages.

Rev. Ebenezer B. Andrews, A.M., Professor of Geology, Mineralogy and Chemistry.

Rev. Addison Ballard, A.M., Professor of Mathematics and Natural Philosophy, and Lee Lecturer on Astronomy.

Rev. George M. Harrison, A.M., Principal of the Preparatory Department.

Edward P. Walker, A.B., Tutor.

The year is divided into three sessions, of sixteen, twelve and eleven weeks respectively. The vacations are nine, two, and two weeks; the long one coming after the annual Commencement, which is held on the Thursday preceding the Fourth of July.

Expenses.

Tuition, in College.....	\$25 00 a year.
“ in Preparatory Department.....	21 00 “
Room rent.....	8 00 “
Library and incidentals.....	6 00 “
Fuel.....	4 00 “

Board varies from \$2 00 to \$2 50 per week, though students may board themselves for a fraction of these prices.

Charitable Fund.

There is a Fund established to aid those having in view the Christian ministry, by which their tuition, room rent, etc., may be paid. It is

hoped that arrangements may soon be made by which the tuition of all young men of merit may be paid, whose circumstances may require it.

Prizes.

There have been recently established four Prizes, yielding annually \$70 each, which are given to those members in the several classes who sustain the best examination in the studies of the year. I. W. A.

MARIETTA, Oct., 1856.

COMMUNICATIONS.

TEACHING A PROFESSION—CONFERRING DEGREES.

Every man is expected to look to the interests of his own calling or profession. And, so far as the Teacher's work is of more magnitude and importance than any other, and more directly dependent for its success upon his position and standing in society, so far is it the duty of the Teacher, more than others, to think, speak and act with reference to the best interests of his calling. He must think, to understand those interests and determine in what manner he may best promote them; he must speak, that others may have the benefit of his conclusions; he must act, as a guaranty of his sincerity and for the encouragement of his example; nor is this all—he must write, to get the ear, the eye, the sympathy, the *coöperation* of his fellows. And herein is my only apology for appearing at this time before the readers of the Journal.

Does Teaching rank as one of the learned professions? We speak not of the comparative merits of the Blackboard, Lancet and Bar, but of the relative positions assigned them by public judgment, as claimants for public favor and good will. While the Law, Medicine, and, I may add, Divinity, confer a gratuitous importance upon the membership of those professions, the Teacher not only has no such "draft at sight" upon public consideration, but must *make* for himself a credit, the poverty of his profession cannot bestow. True, some Teachers, yea, many, have gained high places, but seldom do we see one climbing high on the mount of celebrity, in virtue of his *calling* as a *Teacher*. His calling is to him what sand-bags are to the aeronaut—it is possible

to rise with them, but much easier without them, and for the loftiest flights, they are *left behind*. Such a man is always creditor, never debtor, to his profession.

We may set up a claim to public regard, and demand a degree of public consideration, but the claim is not acknowledged, and the demand not honored — or, if so, it is a favor to the individual, and not the acceptance of a bill of exchange on the class.

This is wrong—manifestly, glaringly wrong. When we consider the magnitude, the importance, the nobility of the work, it seems fit and right that some importance, some consideration, should attach to the workmen. In other words, with a just public sentiment, the very name **TEACHER** should be a recommendation as valuable as his services, and as general as the sphere of his influence is extended.

Yet wrong has its reason as well as right its justification,—nor will we need cast about long to find a cause for the humble position the Teacher occupies on the world's roll of favorites. Majorities generally fix reputations; and if, of those claiming to be Teachers, the majority be quacks, is it strange that the calling should be, to say the least, in doubtful repute? Would it not rather be strange were it otherwise? Is the imputation here thrown out objectionable to the Teacher? It comes from one of your number, one who has carefully and honestly considered the subject, than whom no one loves his profession better, or has its interests nearer his heart. However objectionable, it is still true, clearly demonstrable, and, to him versed in our educational affairs, forcibly evident, that in our profession, charlatanry preponderates. But here let me explain. By the Quack Teacher, I mean not the humble Instructor in the log cabin school-house, for such are often our most faithful and successful Instructors. Nor do I mean the man of "few advantages," for a College diploma is no better evidence of a good Teacher than of a good Lawyer. But I mean the mechanic, farmer, artist, loafer, rambler, or any other, who, without any knowledge of teaching, either theoretical or experimental, "takes a school" in answer to the call of present necessities, and feels no interest but in his *per diem* allowance. It is the very general admission of such persons into our school-houses, that creates in the public mind a false estimate of the extent and dignity of the science of Instruction.

Here, then, is an account for the commonly received opinion, that there is no science and but little art in the calling, and, as a sequence of this, the judgment that those engaged in such a calling cannot be men of much moment or worth. However modest the Teacher in his

own views of himself, however unpretending in his claims, if he have the spirit of a man, such opinions as the above, unremittingly and persistently reiterated by the very attitude of society towards him, cannot fail to be in the last degree humiliating. Yet such opinions will, and from the nature of things must obtain, so long as no effort is made to show the proper distinction between the mere empiric and the Teacher. If there really be no difference, then am I in pursuit of an *ignus fatuus*, and too much is already said. If Teaching be neither a science nor an art, as is held, and not *both*, as I maintain, it were better, then, to give it up to those who can do it cheapest, and seek a calling more inviting, more remunerative, and generously yielding emoluments commensurate with the investment of industry, perseverance, labor and talent. But without pausing to argue the point, we assume there *is* a distinction — a real one — and this we propose to make manifest by an artificial correlative.

In Law are Bachelor and Doctor — B.L. or LL.B., and LL.D. ; in Medicine, likewise, M.B. and M.D. ; so in Divinity, D.B. and D.D. In the Arts we have Bachelor and Master — A.B. and A.M. ; and in Science, also, B.S. and M.S. All which are indices to the relative positions of the titular on the scale of eminence or worth, or, at least, the positions accorded him by his fellows.

Now let this “conferring degrees” be extended to Teachers. Let us have our Bachelors, our Masters, our Doctors ; and let such a system be adopted as shall truly exhibit the proficiency and excellence of each. Let this system be wisely, fairly and faithfully executed, and the public will soon learn that Teaching is not the common thing supposed ; that there is a difference between the pretender and real Teacher — and what is more, there will be an index serving to point out the one from the other. This is what is wanted — a line drawn between the worthy and the unworthy — and as immediate results, the one will be in rapidly increasing demand, the other at a fast doubling discount ; the one, simultaneously with his disentanglement from the dead weight of the other, will rise from their common level, that of the hand-to-mouth laborer, and find a level far above ; he will move forward from an obscure back-ground in the drama of life, and take among the *dramatis personæ* a position which the importance of his post demands. The other, from an obscure back-ground, will pass behind the scene altogether ; like the ineligible volunteer, he will learn that better recruits are waiting to be enlisted. The thousand and one pretenders will be driven to more fitting occupations, while their places will be more than

filled by new and desirable accessions from other walks of life. Consequent upon such results as these, newly-awakened interests, increased devotion, and greater effort on the part of true Teachers, must work a change as creditable to public sentiment and productive of public good, as just and gratifying to public educators.

W. H. YOUNG.

OHIO UNIVERSITY, Nov. 4, 1856.

A VEXED QUESTION.

Through all the long winter I have been torturing and amusing myself with vague speculations, misty dreams, and daring experiments, to seek some better and more effectual method than I have yet learned, to meet the varied demands of our common calling. Among the doubts and perplexities, first and foremost incident to the position which I have occupied, comes the unsolved problem of corporeal punishment,—outward infliction for an inward stain. It is one among the many modern myths (to my mind), whether or not the age and times demand a support of this olden custom. Perchance you smile or sneer, but you can not doubt that all action should be based upon clear conviction of right and earnest faith in its practical development. It is barbarous to believe that the youthful mind, fresh from the impress of the great Creator, can only be moulded and fashioned aright by rude blows upon its frail casket. The temptations to evil, or even inborn evil, if such there be, can have gained but comparatively little power at the tender age when such punishment is usually inflicted. Can it be, that in the great plan of moral government which God has instituted, so perfect in its parts and so harmoniously moving in its varied combinations, that he has not assigned a specific moral influence to check each evil tendency? Can it be that, in appealing to the mind through the medium of the senses, we must deal as with the brutes which perish? Humanity, common sense and Christianity, all forbid the thought. It can not be denied, that good order is sometimes preserved, that evil inclinations *seem* to be checked, and earnest attention secured, by a timely use of the rod. But could not all this have been otherwise accomplished? Was not evil done that good might follow? I have been half inclined to believe in its efficacy, where a turbulent spirit has been suddenly tamed and awed, through its tangible administration; yet I have experienced only abasement and sorrow when duty seemed to call me to be—

come the immediate agent in its application. I involuntarily hang my head at the thought of this practice, and that I have ever been guilty of thus supporting it. I am ashamed that I do not understand minds well enough to control them upon some other plan, and I had rather dig in the earth from early morn to dusky eve, or devote my energies to any other mere physical drudgery, than to debase myself or injure others by becoming practically the advocate of an evil principle. But we are not given such premonitions of better things, such loathings of hard measures, for nought. Far back amid the dire memories of childhood, I can remember the cherished bitterness which followed chastisement of this kind, and I would fain avoid calling into exercise such emotions, which fear alone can control. If the principle itself is wrong, no seeming provocation or sudden happy effect can make it just or right. I know that wise heads have discussed, warm hearts have cried out against it, and anon have advocated it. I know that those who practically assert their belief in its efficacy, when temperately used, have almost, without exception, the best arranged schools; but all this does not silence my inborn detestation of this despotic usage. It does not convince me that good discipline can not be maintained otherwise, at least, until the experiment is fairly tried. I expect to hear you quote "spare the rod and spoil the child." "We must have *instant* obedience;" and I reply, with like familiar proverbs, "times are not as they were," and "in that saving of time we treat a deathless mind even as a perishing beast." If we say "our consciences are satisfied," are we honest, or have we lulled them to a dreamless sleep? Have we not an unfelt responsibility in this matter?

At this time, with so much to assist human reason, so vast and fruitful a field for investigation, an age when we can call in so many thousand influences to aid us in leading others, can we not, my dear friends, devise some other plan, can we not bring together the warning details of some efficient method which shall reach every youthful mind, however wayward? Human intellect, though varied by circumstances, is ever the same in its fundamental structure; its inscrutable workings have only the mystery which we can discover in our own clay-fettered souls. Are we prepared for our vocation, if we must needs seek the aid of the lash and the whipping-post? My conscience clamors loudly, "no." Much as I deprecate the practice, I have always, upon rare occasions, resorted to this "vexed" seeming necessity, yet I bemoan my ignorance. We are not qualified for our work. We have not faithfully studied the relations of motive and act,—we have not prayerfully

sought the patience and perseverance necessary to prepare ourselves for the manifold demands of our lot in life. We do not control and study ourselves,—the true means of penetrating the hidden mysteries of other hearts.

Do not believe that I am running rampant in regard to trifles. A depraving effect—a hardening process—is no trifle. Look to the result upon your own nature. Do you feel a renewed vitality inspiring you to martyr-like deeds, after having nerved yourself to inflict bodily castigation? Verily, no.

Can you help me in my dilemma? Will you try? I must have a quiet well-behaved, school. In my weakness—in my unbelief—in my foggy bewilderment, how can I accomplish this? Can I achieve uncompromising system and faultless order without corporeal punishment? I *must*, but *how*? Let us earnestly seek the solution of this “vexed” problem, and may we soon be able rapturously to shout, “Eureka.”

NORTH FAIRFIELD, O., March, 1856.

LYDIA A. TOMPKINS.

LEAF FROM A TEACHER'S SCRAP-BOOK.

It was a hot summer afternoon and I had weathered the day with tolerable patience. It was one of those days which come, I believe, to all professional teachers, when his best efforts seem unappreciated, and more than this, he comes to misappreciate himself.

I had at that time in charge a Primary School of eighty pupils. Many of them came from families of the lowest class of Irish foreigners. My patience had been exercised for weeks in the vain attempt to teach one of these children the alphabet. Every accidental leisure moment was given to him, and after a great variety of stratagems and maneuvers, I had succeeded in making him know every letter excepting b and p, and d and q.

It was time for school to close, but I thought I would just hear Patrick's letters once more. I called him up and began rapidly to question him, and to my grief and vexation he had not only forgotten his b and d, and p and q, but more than half the other letters. It was too provoking. I shook him by the shoulders,—“Patrick, will you *never* learn the alphabet?” He answered me with a look I shall never forget. “If ye please, ma'am, would ye tale 'em to me a little aisier, I'll try.”

How was my harsh temper rebuked ! Generous, forgiving childhood ! The blue eye, that had seemed to me dull as lead, kindled softly. His rough habiliments seemed the garb of an angel in disguise. In the coarsely marked countenance I traced the lineaments of my Saviour, and His voice woke anew in my heart,—“ Offend not the little ones.”

MT. PLEASANT, O.

MAY AUSTIN.

CONDUCTING INSTITUTES.

During the session of the Institute at Hopedale, in Sept., 1856, the following resolution was offered :

Resolved, That Teachers' Institutes, to be highly useful, should be strictly adapted to the Educational wants of community, and that exclusive reliance on Lecturers is *not* the best method of securing this result.

This resolution being referred to a committee, they reported as follows :

It is becoming more and more obvious, that the common method of conducting Institutes, chiefly by Lecturers, is not meeting the demand of Teachers. The modification which shall meet this demand, and so plainly that it shall call all the Teachers together within the several counties, is a crying desideratum. At the present time, in order to effect this object, your committee recommend the following plan of arrangements for conducting Institutes :

1st. Let regular and rigid school discipline be adopted by the pupils, and enforced by the Board of Instructors ; a pledge being taken of each pupil on his enrollment, that he will faithfully endeavor to comply with the rules and regulations, as adopted by the majority, or quietly withdraw from the Institute.

2d. Let — hours be given sacredly to study, recitations and drills.

3d. Let — hours be appropriated to general lectures on the sciences, including the science of Didactics.

4th. Let — hours be given for exercise, recreation and social intercourse.

5th. Let regular lessons be assigned by the Instructors appointed for the several classes, in order that study may be required for preparation.

6th. Let rolls of promptitude in attendance, and merit in recitation, be kept by each Instructor for his several classes.

7th. Let — time be given for discussion and criticisms of each general lecture.

8th. Let certain hours be assigned for the general discussion of specific resolutions and topics.

9th. Let one or more training classes be organized in several common branches, in which the pupils shall engage as Teachers, under the direction and criticism of a competent Instructor.

10th. Let certain text-books be agreed upon in the several branches, including Didactics, at a previous Institute, or by a committee appointed for such purposes.

11th. Let township committees be appointed at each Institute, for the purpose of reporting to the following Institute the names, salaries, and length of terms of all the Teachers engaged in the several townships.

12th. Let — dollars be paid to the Treasurer of the Institute by each Teacher on his enrollment, for the support of the Institute.

Resolved, That the Executive Committee send a copy of the report to the Ohio Journal of Education for publication.

A. HOLBROOK,
C. S. ROYCE,
JNO. OGDEN,
Committee.

S E L E C T E D .

“ A CHIP FROM THE OLD BLOCK.”

There is no disputing this fact ; it shines in the face of every little child. The coarse, bawling, scolding woman, will have coarse, vicious, bawling, fighting children. She who cries on every occasion, “ I’ll box your ears,—I’ll slap your jaws,—I’ll break your neck,” is known as thoroughly through her children as if her unwomanly manners were openly displayed in the public streets !

These remarks were suggested by the conversation in an omnibus—that noble institution for the student of men and manners—between a friend and a schoolmaster. Our teacher was caustic, mirthful and sharp. His wit flashed like the polished edge of a diamond, and kept the “ buss ” in a “ roar.” The entire community of insiders—and

whoever is intimate with these conveyances can form a pretty good idea of our numbers—inclusive of the “one more” so well known to the fraternity, turned their heads, eyes and ears one way, and finally our teacher said: “I can always tell the mother by the boy. The urchin who draws back with doubled fists, and lunges at his playmate if he looks at him askance, has a very questionable mother. She may feed him and clothe him, cram him with sweetmeats and coax him with promises, but if she gets mad, she fights. She will pull him by the jacket; she will give him a knock in the back; she will drag him by the hair; she will call him all sorts of wicked names, while passion plays over her red face in lambent flames that curl and writhe out at the corners of her eyes.

“And we never see the courteous little fellow with smooth locks and gentle manners—in whom delicacy does not detract from courage or manliness, but we say, ‘that boy’s mother is a true lady.’ Her words and her ways are soft, loving and quiet. If she reproves, her language is, ‘my son’—not ‘you little wretch—you plague of my life!—you torment—you scamp!’

“She hovers before him as the pillar of light before the wandering Israelites, and her beams are reflected in his face. To him the word mother is synonymous with everything pure, sweet and beautiful. Is he an artist? In after life, the face that with holy radiance shines on his canvas, will be the mother-face. Whoever flits across his path with sunny smiles and soft, low voice, will bring ‘mother’s’ image freshly to his heart. ‘She is like my mother,’ will be the highest meed of his praise. Not even when the hair turns silver and the eye grows dim, will the majesty of that life and presence desert him.

“But the ruffian mother—alas! that there are such!—will form the ruffian character of the man.”

We wonder not that there are so many awkward, ungainly men in society—they have all been trained by women who knew not nor cared for the holy nature of their trust. They have been made bitter to the heart’s core, and that bitterness will find vent and lodgment somewhere. Strike the infant in anger, and he will, if he cannot reach you, vent his passion by beating the floor, the chair, or any inanimate thing within reach. Strike him repeatedly, and by the time he wears shoes he will have become a little bully, with hands that double for fight as naturally as if especial pains had been taken to teach him the art of boxing.

Mothers, remember that your manners mould the child.—*N. Y. Evangelist.*

EDITORIAL DEPARTMENT.

SCHOOLS, INSTITUTES, AND NOTES BY THE WAY.

STEUBENVILLE FEMALE SEMINARY.—In the October *Journal*, we mentioned our visit to the pleasant old town of Steubenville. We called at the Female Seminary; and what we there saw and heard, satisfied us that the excellent reputation which this School bears, is well deserved.

The location of the Seminary is peculiarly eligible. It is easily accessible from all directions, and in a region of country remarkably healthful. The large and commodious buildings stand on one edge of the town of Steubenville, in a commanding situation on the Ohio river, and with sufficient ground to admit of exercise within its own limits—being the whole of a square on the town plat, six hundred feet in length, and embraced by wide streets on every side. The continuous buildings extend nearly three hundred feet, and having been erected expressly for the purpose, embrace every convenience for such an establishment, and ample room for as many pupils as will be at any time admitted.

The plan of the Seminary recognizes, in the *Regular Course*, three classes, viz: the *Junior*, *Middle* and *Senior*; also, a *Preparatory Course*, when requisite, and a *Supplemental Course*, when desired.

Of this School the Rev. Charles C. Beatty, D.D., is Principal and Proprietor. There are about 20 Teachers and 200 pupils connected with the Seminary.

We were highly pleased with all we learned of the character of this Institution, and long will be our remembrance of the polite attentions which we received from Dr. and Mrs. Beatty, and the Rev. Mr. Agnew.

As we were in Steubenville only from Friday 7 o'clock P. M., till Saturday 9 o'clock A. M., we did not see the Public Schools in operation. We, however, met Mr. Desellam, the Superintendent, Mr. Sage, Principal of the High School, Messrs. Tappan and Sherrard, members of the Board of Education, to whom we acknowledge indebtedness for most acceptable attentions.

CLERMONT COUNTY INSTITUTE—FELICITY—INCIDENTS BY 'BUS AND BOAT.—It was a fine October morning when we left the Spencer House,

Cincinnati, to attend the Institute of the Clermonters. A ride of forty miles, over the hills that skirt the Ohio, in an omnibus containing fifteen passengers inside, and six outside, is a hard day's work. We tried an inside seat at first, but finding that most of our fellow-travelers were addicted to the vice of talking politics, we went upon the top in pursuit of purer associations. We obtained a seat between two Germans. Poor relief we gained, for one shouted for Fremont and the other for Buchanan, while the driver was a regular spread-eagle Fillmore man. But on one point there was the utmost unanimity of sentiment on the part of the valorous trio—they alike deemed the third commandment an "obsolete idea."

Mr. Derby had kindly furnished us a copy of the "Bedott Papers," and we read several chapters, including the one in which a glorious sunset is described, where "nater vied with creation to get up a scene of unmitigated loveliness."

FELICITY is what the name indicates, a happy little village, neat and flourishing. But what shall we say of the Clermont Teachers whom we there met? A more intelligent, whole-hearted and good-looking company of young men and maidens, it would be difficult to find in all Ohio—a State proverbial for Teachers possessed of these qualities. The lecture that evening was attended by a multitude, filling not only every seat, but also the aisles of the large Methodist Church. Seldom have we seen so large a congregation made up of so youthful, healthful, fresh, and fair a class of people. There are 139 subscribers to the *Journal of Education* in Clermont county, and we ceased to wonder on account of this patronage when we saw the quality of the Teachers in that county.

Among the resolutions passed, are the following:

"*Resolved*, That in view of the growing tendency of infidelity, so manifest in our country, we recommend to the consideration of teachers the importance of introducing into their schools, in some form, lessons from the Bible, the foundation of all true knowledge and civil liberty.

"*Resolved*, That we believe it to be the duty of every Teacher of our State, and especially of our Institute, who aspires to respectability in his profession, to subscribe for the *Journal of Education*."

It certainly is indicative of character to endorse the *Bible* and the *Journal of Education*.

The public lectures were given by the Rev. Mr. Campbell of Felicity, Mr. Sloan of Batavia, Mr. Royce of Huron, President Andrews of Marietta, and Mr. Smyth of Columbus.

Much credit is due to the citizens of Felicity for the ample accommodations which they had prepared for the members of the Institute; also to Mr. Carter, the excellent Superintendent of the Schools in that village, for his successful efforts to promote the happiness of all present; also to Mr. J. A. Sloan, for the admirable manner in which he presided at the meetings; also to Mr. J. K. Parker and Company, for the music, instrumental and vocal, with which they enlivened the various exercises.

CLERMONT! Rightly named—A MOUNTAIN OF LIGHT!

Of our return from Felicity, how we arose before day for an early start, and, unintentionally, aroused a fellow-lodger (O.P.C.) from his slumbers, or, as he expressed it, “woke him from a very *sudden sleep*,” of a ride in an open lumber wagon to Moscow, a distance of nine miles, in the chilly morning air, of all our talk with the Dutch driver—talk of “Faderland”—of France—of Swiss scenery—of grape culture on the Rhine and on the Ohio, of our breakfast of cold pancakes and cucumbers in a kitchen filled with crying children and yelping curs, of waiting for the steamboat at Moscow, of our passage on the Dunlieth to Cincinnati, how we at Richmond took in tow two long scows loaded with hogs and whisky, how we stuck on a bar and were detained three hours—regaled with the perfume and music which came, unasked, from the scows, how we finally got off by unlashng the swine and ardent from the boat—thereby learning the important lesson that we must keep clear of such abominable weights and incumbrances, if we would go on swimmingly, and how we “rounded to” at Porkopolis, at sunset, and at the Capital City at midnight—all these things, and more than these, we must leave unnoticed.

THE TUSCARAWAS kindled their council fires at New Philadelphia on the 6th of October. As the bell was calling the people together to hear our lecture, we reached the village by stage, having left the cars at Uhrichville, on the Steubenville Road, 100 miles east of Columbus. We found a host of Teachers assembled. What we have said of the Teachers of Clermont, we repeat of those of Tuscarawas. The same cheerful, earnest and enthusiastic spirit pervaded both gatherings.

Mr. Thomas McCartney presided at the meetings, and in addition to the leading Teachers of the County, Messrs. Ogden of Hopedale, Harvey of Massillon, and Leggett of Poland, gave instruction, and lectured in the evenings of the week. Our stay was short, but quite long enough to impress us with a high opinion of the Teachers of that re-

gion. We obtained 26 new subscribers to the Journal for 1856, and about 40 for 1857.

Not only the Teachers, but the citizens generally in Tuscarawas county, are manifesting a deep and growing interest in their Schools. In New Philadelphia, in Dover, in New Comerstown, and other villages, Schools have attained a high character, and still "Excelsior" is their motto. A noble tribe are the Tuscarawas.

Some months since we received the following notice of the Union School at Newcomerstown :

" This School was opened last October, under the superintendence of Mr. Emerson, lately connected with the Union School at Lancaster, Ohio, and is now in most successful operation, with flattering prospects of future usefulness.

" The population of the town is by no means large, yet the work accomplished by the people, if its end and object are steadily kept in view, is destined to exert an important influence. With a devotion worthy of all commendation, the people of the town have taken the matter in hand, and erected a convenient, tasteful and sufficient edifice, and furnished the same with a band of well qualified and zealous Teachers, and now people and Teachers seem harmoniously engaged in carrying forward an enterprise commenced under most favorable auspices. May harmony in council and effort ever characterize a work so auspiciously commenced."

C. S.

SALARIES OF BOSTON TEACHERS.—At a recent meeting of the Boston School Committee, it was ordered that the Salaries of the Principals of the Latin, English High, and Girls' High and Normal Schools, be \$2400 for the first year's service, with an increase of \$100 for each additional year, till the salary reaches \$2800; and that the masters now connected with the Latin and English High Schools be paid \$2800; that the salaries of the sub-masters of the Latin and English High Schools, and of the masters of the Grammar Schools, be \$1600 for the first years' service, with an increase of \$100 each succeeding year till they amount to \$2000; that those of the ushers of the High Schools, and of the sub-masters of the Grammar Schools, be \$1200 for the first year, with an annual increase of \$100 till they amount to \$1800; that those of the ushers of the Grammar Schools be \$800 the first year, with an annual increase till they amount to \$1000; that those of the Primary School Teachers, and of the female assistants in the Grammar Schools, be \$300 the first year, with an annual increase of \$50 till they amount to \$450; that the first head assistant in the Normal School be paid \$600; other assistants \$500, and the head assistants in the Grammar Schools \$500.

POPULAR EDUCATION IN EUROPE.

On Monday evening, Nov. 17th, Mr. George Sumner, of Boston, lectured in this city. He is a gentleman of high literary acquisitions, and scholarly accomplishments. Having spent many years in Europe, he is qualified to speak with confidence of its condition. We have seldom listened to a lecture with greater interest, though his oratory is far inferior to that of his brother, the eloquent Charles Sumner.

The subject, *as announced*, was, "Old Europe and Young America;" but a more appropriate title would be, *Popular Education in Europe*. Mr. Sumner thought that the Prussian school system has a higher reputation than it deserves. It is perverted to governmental and church purposes. In both Austria and Prussia, there is a constant effort on the part of the authorities, to render all educational forces subservient to the purposes of despotism. They will not tolerate a Teacher whose proclivities are towards political liberality, and democratic institutions. Such a Teacher would, in Austria, fare as ungraciously as did Prof. Hedrick in North Carolina. This overshadowing despotism cripples and crushes the true purposes of learning, rendering the Teachers mere hewers of wood and drawers of water to William Frederick and Francis Joseph.

Of Holland and her schools, the lecturer spoke in terms of admiration. The struggle with Spain, the establishment of the Dutch Republic, the heroism, the intelligence, and the hospitality of the people, were all well described. Thither fled our pilgrim sires, when oppression drove them from their English home. From the Dutch, Robinson, Brewster, Bradford and Winslow, gained the idea of popular learning, of common schools,—an idea whose developments have made New England so great and happy. The schools and universities of Holland received the testimonial of highest praise from the lecturer.

Mr. Sumner next gave an exceedingly interesting account of the condition and prospects of common schools in Ireland. Poor Erin has long been a land of darkness and semi-barbarism. It was long the policy of England to keep the Irish in ignorance, that they might more surely keep them in bondage. A Catholic was forbidden to teach a school upon pain of transportation. In 1731 a society was established for promoting English Protestant Schools in Ireland. To these schools Parliament appropriated millions of dollars. But their object was to proselyte the children of Catholics to the faith of the Church of Eng-

land, rather than to furnish the means of mental culture. Of course these schools failed of accomplishing good for Ireland. In 1824 the Kildare Society was formed, to aid the persecuted Teachers of the "Hedge Schools," so called from the fact that Catholic Teachers would gather children together beside hedges, and there teach them to read.

Through the efforts of that noble and learned Prelate of the Church of England, Dr. Whateley, Arch-Bishop of Dublin, of Dr. Murray, the Catholic Arch-Bishop of Ireland, and the Presbyterian Synod of Ulster, a most excellent system of national education was devised and put in operation. This system has been bitterly opposed by parties and individuals, both Catholic and Protestant. Distinguished among the opponents of "the godless schools," were Daniel O'Connell and Dr. Me-Hale, Catholic Bishop of Tuam. These Schools are under a national Board of Education. Though the principles and precepts of Christianity are inculcated, all sectarian dogmas are excluded from them. They have gained public favor and have made rapid progress in training the children of the Green Isle. There are now 5,000 schools, and 540,000 children in attendance upon them. These schools are rapidly attaining a high character for excellence, and they promise to accomplish great and lasting good. They are Ireland's last hope. They, if any thing, will raise her from her deep and chronic degradation.

From Ireland the lecturer passed to Greece. This land, so long the home of learning and art, for long centuries, has been sunk in deepest ignorance. While groaning under Moslem oppression, Halicon, and all her fountains of learning, dried up. But since her successful revolution, and her recognition as a distinct power among the nations of the earth, Greece has bestowed most liberal patronage upon her institutions of learning. Her Primary Schools, her Gymnasias, and her University, in their courses of study, and in thorough discipline, are far in advance of American institutions of like grade. That a nation of but thirty years of age, and comprising but 800,000 inhabitants, should have made such provision for popular education, is a fact as surprising as it is admirable.

Much of educational interests in France was said. The downfall of Louis Phillippe was ascribed to his disregard of the demands of the French people for the establishment of schools.

In closing, the lecturer appealed to his hearers to cherish the public schools of our country. They are the nation's hope. Republican institutions can exist only when they have for their basis enlightened popular sentiment. The man who pays a school-tax, invests his capital

where it will yield the highest interest to himself and to the world. Our schools demand more liberal patronage. They should be more comprehensive, extending to all the higher branches of learning. Especially should social and moral culture be made a more prominent feature in our schools. Young America is prone to various disgraceful and wicked practices ; among which are swaggering, fillibustering, whiskey drinking and tobacco chewing. " He will bespatter ladies' dresses with the vile juice, but take exceeding care that not one drop shall stain his own striped trowsers." It should be the aim of our schools to promote mental culture, no more than social and moral elevation.

We never have heard an appeal in behalf of public schools, which gave us such high satisfaction as did this noble lecture of Mr. Sumner's. We wish that the members of our Legislature could have heard it. We wish that every parent and Teacher in Ohio could have heard it.

We took no notes, and our report of this address is brief and imperfect. We give but the outlines. Many most instructive and amusing anecdotes, illustrative of various points, were related in admirable style. We sincerely hope that Mr. Sumner will live to give this lecture in every city in the nation.

T A R - C H I V A L R Y .

There are four things for which the State of North Carolina is famous. 1st. It produces vast quantities of *tar*. 2d. It embraces most of that classic ground which rejoices in the sweet name of *the Great Dismal Swamp*. 3d. It has a larger proportion of population who can not read, a greater degree of popular ignorance, than any other State in the Union. 4th. It has a most admirable way of working off its surplus chivalry. A single fact will illustrate this feature of Rip Van Winkle's character.

Among the Faculty of the University of North Carolina, was a Mr. Hedrick, Professor of Chemistry,—a gentleman of high scientific attainments, and most excellent character. A few weeks ago he had occasion to write a letter, in which the following idea was, in substance, expressed. "*All men are born free and equal, and endowed by their Creator with certain inalienable rights and privileges, among which are life, liberty, and the pursuit of happiness.*" Well, upon reflection, the

other members of the faculty concluded to express their disapproval of such a sentiment. Then the Trustees of the University met and dismissed Mr. Hedrick from his professorship. Soon afterwards the *State Teachers' Association* met at Salsbury, and a large number of the Teachers of the old Commonwealth came together; and Professor Hedrick "come also among them." Most of the Teachers present gave the Professor the cut direct, and treated him to a specimen of Dismal Swamp contempt. In the evening, the people of Salsbury burnt him in effigy before the Church in which the Sessions of the Association were held, and then warned him to leave the State, to return thereto no more forever.

All this was done, and not one of the Teachers there assembled interposed to protect Professor Hedrick. O magnanimous and chivalrous schoolmasters! Each one of you merits a brand new coat of the staple production of your enlightened State. The plumage of the turkey-buzzards, which dwell around your poetic swamp, would add an appropriate grace to such a robe.

There is a difference between the Teachers of North Carolina and those of Ohio. Let the most humble Teacher in all our State come to a meeting of our Association. Let him be a Democrat of the first water—a Republican of the "black"-est shade—or an American of the most pungent sort, and we would like to see the mob that would touch one hair of his head. Five hundred men, however they might disagree in politics, philosophy, and theology, would shield him from insult and injury. And Col. Medary, Col. Schouler, and Col. Geary, and every other decent Editor in all the Buckeye State, would proclaim our praise.

O Brother Willey, Reverend and Honorable Commissioner, Heaven aid you in your efforts for the improvement of the schools ~~and~~ and the *Schoolmasters* ~~of~~ of the Old North State.

"BY HOOK OR BY CROOK."—I have often heard that Hook and Crook were two famous surveyors of the city of London; and, that after the city had been desolated by the plague and the great fire, about the year 1666, it was by the aid of Hook or Crook most of the titles to property were established and the old land marks renewed. Every claim was settled either "by Hook or by Crook;" and this became a proverb in England.

LETTERS TO THE CHILDREN OF OHIO.

NUMBER IX.

DEAR CHILDREN :

Since my last letter to you, I have received about twenty good letters from you, for which, and the samples of your painting, please accept my sincere thanks. Poor Maggie and Lizzie! I am very sorry to hear of the death of that precious little brother. May God comfort the mourning sisters.

Well, my children, I am to be the Editor of the *Journal* but one month more, and so I shall write you but one letter, after this. I do not know who will be the next Editor, but I hope that he will write you better letters than mine have been. If he shall wish me to do so, I will continue to write to you, when I shall have ceased to be Editor.

Children, I suppose that you have all heard that Mr. Daniel Tucker, —a well known citizen—was killed last week on the railroad. It was a frightful accident, for nothing is more terrible than to be run over by the cars. But, on the whole, it is not very strange that Mr. Tucker was killed in this way. In fact, I always expected that some such calamity would happen to the poor man; and I will tell you why.

Mr. Tucker was a very *slow* and *lazy* man. He never had life enough in him to “get out of the way” when danger approached. When he was a boy, he was the slowest little mortal that ever you saw. He was forever in every body’s way. “Get out of my way, Dan. Tucker,” you could hear people saying to him from morning till night. He was so slow and lazy that several times he was TARDY in reaching school! What a good-for-nothing little fellow! I am sorry to feel obliged to write so about him, for it is not pleasant to say bad things of a man after he is dead. But it is so needless and so wrong to be tardy in reaching school, that, somehow, I can not help speaking right out about this juvenile fault of the deceased.

Again, Mr. Tucker used to be late in attending Church. Almost every Sunday he would come stamping up the aisle, after the services had commenced. The minister often spoke of the importance of being prompt in attendance upon meetings. He said that it disturbed him and distracted the attention of the congregation, to have people coming in after the services had begun. But Mr. Tucker was so slow and stupid that he never seemed to take the hint. At any rate he did not reform his practice, but continued to drag his lazy legs into the church about five minutes too late.

Finally, Mr. Tucker was elected a member of the Board of Education. This is a very important office, and should be held by the very best and smartest men in community. But Mr. Tucker's laziness stuck to him like cobbler's wax, or original sin. He used to keep the other members waiting for him at least an hour, at every meeting. He was so slow that he never found time to visit the schools. The Teachers wished that he would resign his office, that a better man might be chosen in his place. But he was too lazy to do even that for the good of the schools.

About paying his debts, and replying to business letters, he was just as slow as about every thing else. Every body called him "lazy Dan. Tucker." In fact he was a public nuisance, and nobody respected him. The boys got up a song about him, of which the chorus was,

"Get out of my way, Old Dan. Tucker."

Well, one day Mr. Tucker was crossing the railroad track. The cars were coming. The engineer gave the alarm. Every body about the depot cried out to him, "get out of the way, get out of the way, old Dan. Tucker!" But Mr. Tucker did not deem it advisable to be in a hurry. He thought that he would take his time. But on came the train—thundering along like a dozen earthquakes—the whistle screaming like ten thousand flying dragons—and a hundred men and boys crying at the top of their voices, "get out of the way, old Dan. Tucker!" But he did not do it. The whole train passed over him, breaking every bone in his lazy body.

The coroner summoned a jury of inquest, who, after examining witnesses, and listening to the opinions of several eminent surgeons, rendered the following verdict. "In our opinion the deceased came to his death by not getting out of the way, a habit which he unfortunately formed when a child."

Children, poor Mr. Tucker is dead and gone. Let his fate be to every little boy a warning never to be tardy at school.

Good-bye.

EDITOR.

A STUMP[ED] ORATOR—At the close of a Teachers' institute down east, the principal of the academy in M., being requested to make a few remarks, arose and spoke as follows:

"Ladies and gentlemen—In the language of (hesitating)—I forget what his name was—(hesitating)—and also what he said."

CIRCULATION OF THE JOURNAL.

Counties.	I.	II.	III.	IV.	V.	Counties.	I.	II.	III.	IV.	V.
Adams	1	2	7	15	19	Logan	1	5	4	22	43
Allen	0	4	13	11	5	Lorain	5	19	18	10	10
Ashland	54	46	28	20	16	Lucas	20	10	21	21	125
Ashtabula	29	39	18	20	27	Madison	2	20	15	5	24
Athens	0	1	27	27	123	Mahoning	4	10	11	4	4
Auglaize	0	0	2	1	0	Marion	8	9	1	3	2
Belmont	24	31	31	23	10	Medina	3	2	5	27	16
Brown	0	27	124	93	46	Melgs	0	0	7	7	36
Butler	14	10	58	30	51	Mercer	0	1	8	0	1
Carroll	2	7	5	4	11	Miami	18	26	33	20	15
Champaign	5	19	33	18	31	Monroe	1	2	2	14	16
Clark	14	17	14	26	8	Montgomery	66	52	45	24	24
Clermont	22	37	70	80	139	Morgan	13	12	16	37	9
Clinton	3	41	32	22	25	Morrow	9	32	7	10	15
Columbiana	35	51	48	35	22	Muskingum	53	88	147	75	63
Coshocton	4	18	52	48	28	Noble	0	4	6	3	4
Crawford	13	13	13	9	17	Ottawa	1	0	2	3	0
Cuyahoga	48	95	56	38	60	Paulding	2	1	0	0	1
Darke	3	2	4	4	7	Perry	2	1	13	13	1
Defiance	7	3	10	9	13	Pickaway	9	26	36	24	36
Delaware	11	41	23	30	9	Pike	1	4	4	3	3
Erie	58	40	20	24	31	Portage	4	18	43	28	29
Fairfield	6	7	20	17	14	Preble	21	26	48	54	56
Fayette	2	2	20	18	23	Putnam	1	0	0	3	0
Franklin	30	30	60	45	55	Richland	57	45	41	24	33
Fulton	1	5	6	4	5	Ross	7	24	19	22	10
Galia	0	1	1	2	1	Sandusky	2	7	12	12	22
Geauga	6	6	2	5	4	Scioto	4	50	24	29	18
Greene	62	60	87	48	25	Seneca	44	58	61	59	100
Guernsey	25	42	90	47	21	Shelby	2	3	2	2	11
Hamilton	72	182	172	140	144	Stark	80	75	26	39	83
Hancock	16	24	24	9	19	Summit	9	8	30	8	6
Hardin	1	1	4	0	1	Trumbull	4	11	10	23	10
Harrison	8	18	27	20	57	Tuscarawas	5	6	21	29	75
Henry	0	0	1	0	0	Union	0	1	3	3	1
Highland	12	15	36	43	71	Vanwert	1	0	1	0	11
Hocking	3	1	0	2	2	Vinton	0	0	3	4	2
Holmes	3	2	7	0	2	Warren	21	45	90	77	113
Huron	35	32	72	40	80	Washington	20	20	20	27	14
Jackson	0	2	14	63	13	Wayne	12	12	21	22	26
Jefferson	13	56	23	34	57	Williams	0	7	7	2	22
Knox	45	36	35	32	22	Wood	10	18	13	8	61
Lake	25	24	32	26	37	Wyandot	2	6	7	4	5
Lawrence	8	13	10	17	30						
Licking	44	47	43	36	46						
						Totals	1285	1920	2375	2225	2582

The number of subscribers in other States is nearly sufficient to increase the subscription list to 2700.

We have labored under circumstances of great disadvantage in extending the circulation of the *Journal*. We did not enter on our duties till February; and at that late day we were ignorant of many of the means necessary to be employed in securing subscribers. The business was new to us, and our acquaintance with the Teachers of the State was limited. We had everything to learn. We have worked hard, but have not succeeded as well as we hoped, in extending the circulation of the *Journal*.

With our improved knowledge of the business, we doubt not that we could, were we in circumstances to accept the position for another year, as easily secure

3500 subscribers for 1857, as we have 2583 in 1856. The restriction imposed upon us by the Association has somewhat hindered our greater success.

Some of the counties have done nobly. We trust that our readers will examine the tabular statement which we have prepared, exhibiting the circulation of the *Journal* at the close of each year, since its commencement. Had all the counties in the State done as well as one-fourth of them have, the *Journal* would this year have earned \$1000 above all expenses. As it is, there will be a deficit in its footings of several hundred dollars. A full statement of the financial condition of the *Journal* will be presented to the Association at its meeting on the 30th instant.

In our *editorial* valedictory, which will be given in the next number, we shall attend to topics not mentioned in this article, though relating to the general subject.

VIEWS AND REVIEWS.

N. B. *We will notice such books only as may be presented for examination and review, except in instances when we believe that the interests of our readers would be promoted by a deviation from this rule. We can not promise an immediate attention to all books which we may receive, and must be governed by the condition of our columns, and by our ability to command time.*

RAY'S HIGHER ARITHMETIC. Edited by CHARLES E. MATTHEWS, M.

A. Cincinnati: Winthrop B. Smith & Co. New York: Clark, Austin & Smith.

This work was undertaken, and partially prepared, by that distinguished Teacher and Author, the lamented and loved Dr. Ray. In his last sickness the Doctor requested Mr. Matthews to complete the preparations he had made, which trust has been faithfully and successfully executed. Few, if any, are as well qualified for editing the unfinished works of Dr. Ray, as Mr. Matthews, who was for many years a pupil of the Doctor, and subsequently his associate in the Mathematical Department in Woodward College.

From a cursory examination of the work we have formed a high opinion of its character; and we doubt not that it will soon rank high among the works of its kind. We commend it to Teachers for careful examination. For terms of introduction, address, T. C. Bowles, Columbus, O., or E. L. Carney, Canton O.

THE AMERICAN SCHOOL MANUAL AND JUVENILE HARP. Designed for Schools and the Home Circle. By J. L. TRACY. Fifth edition, revised and enlarged. H. W. Derby & Co., Cincinnati, 1856.

We have examined this work with interest and satisfaction, and without hesitation recommend its use in the circles for which it was designed. The first eighty pages contain selections from the Holy Scriptures—chiefly from the Psalms and the Gospels—admirably arranged for devotional reading. This part of the work will prove a great convenience to Teachers. Then follow more than two hun-

dred of the best religious hymns in our language, with about fifty pieces of familiar sacred music. The last part of the work embraces a collection of the most approved juvenile songs.

We have not room to say all that we would in commendation of this work. Music is a necessity of our nature. If we would *sing* more we should *sin* less. Chaste and elevated songs induce social and moral refinement, and conduce to human happiness.

A SCHOOL ATLAS OF PHYSICAL GEOGRAPHY. By CORNELIUS CARTEE, A. M. Boston: Hickling, Swan & Brown, 1856.

The design of this work is to illustrate, by the use of maps, the elementary facts of Geology, Hydrology, Meteorology and Natural History, as presented in the "Elements of Physical Geography," by the same author. Within the last few years this subject has attracted merited attention, and many works have been written upon it, few of which possess merits equal to Cartee's. The Atlas, in design and execution, is a work of surpassing excellence. Objects of greater beauty than these maps seldom delight the eye, or rejoice the spirit.

CORNELL'S COMPANION ATLAS, TO CORNELL'S HIGH SCHOOL GEOGRAPHY. New York: D. Appleton & Co.

If, after this, any one fails to gain an exact idea of "the way the land lies," it will be his own fault. Fitch, and Colton, and Monteith, and McNally, and Mitchell, and a good many others, have, within the lifetime of the youngest children in our schools, published Geographies and Atlases, any one of which deserves more praise than we have time to express. Cornell seems determined to be outdone by none of them. Of the Geography we have spoken, in a former number of the Journal, in terms of high approval. We had not then seen the Atlas, and of it alone we will now speak. It is a worthy "companion" and help-meet to the Geography. The maps are on a scale unusually large. Their coloring is delicate and subdued, which, to us, presents a much more pleasing appearance than do bright and glaring colors. In the language of the *Massachusetts Teacher*, the Atlas "consists of two sets of maps, one for study, and the other for reference. In the former, only the most important places are set down, in the expectation that the map, freed from a multitude of petty details, will, with its important contents, be, as the author says, *daguerreotyped* upon the pupils' minds. This set is then followed by a set of reference maps, filled in the usual manner, which will serve all the purposes of an ordinary atlas. As a whole, it is superior to any American school atlas we are acquainted with."

For terms, etc., address Liberty Hall, Columbus, Ohio.

PRINCIPLES OF CHEMISTRY. By JOHN A. PORTER, M. A., M. D., Professor of Agricultural and Organic Chemistry in Yale College. New York: A. S. Barnes & Co., 1857.

It is but a few days since this work of Professor Porter came into our hands, and our examination of it has not been thorough, but our impressions in regard to it are highly favorable. It is written in an unusually clear, direct and pleasing style, and it embraces the most recent discoveries in the science. The illustrations are numerous and well engraved.

Address Henry Childs, Cleveland, Ohio.

SPECIAL NOTICES.

THE NEXT NUMBER OF THE JOURNAL OF EDUCATION will be mailed to subscribers about the middle of this month. As it must be prepared before January, it is best that it should reach subscribers previously to the annual meeting of the Association.

It will contain highly interesting articles, prepared by Messrs. Cowdery, of Sandusky, and Rickoff, of Cincinnati; important "decisions" by Mr. Barney, and other communications of value. It will also embrace our editorial valedictory, official notice of the approaching meeting of the State Teachers' Association, including arrangements in regard to reduced fare on the railroads, and other items "too tedious to mention." It will be the first number of the sixth volume, and will be sent to none but subscribers for 1857. We advise that all who wish the *Journal* for next year, should send in their names by the 12th instant. Do not wait till the annual meeting, for during its sessions there is but little time for attending to such business.

A SOLEMN DUTY.—Several hundred dollars are due from subscribers for the current volume of the *Journal*. The money is greatly needed, and we sincerely hope that it may be forwarded to us as soon as possible; that is, "being interpreted," in about three days after this call shall meet the notice of delinquents.

HO! ADVERTISERS.—We shall at once pass over to our Publishers, or Printers rather, sight drafts upon all who are indebted for advertising. As we are about to leave the office of the *Journal*, it is necessary that all outstanding accounts be settled without delay.

ADVERTISEMENTS AND NOTICES designed for the January number of the *Journal*, should be received as soon as the 10th instant.

READ THEM—the new advertisements in this number. Mr. Foster offers two admirable works for sale; also offers employment to a large number of "nice young men." Mr. Price calls attention to the excellent Normal Series—their price postage, etc.

It gives us pleasure to call the attention of our readers to the advertisement of the American Educational Year Book for 1857, published by Robinson & Richardson, Boston Mass. Such a work can be made a valuable hand-book for Teachers. When we receive a copy we shall notice it further.

ANNUAL MEETING.—The ninth Annual Meeting of the Ohio State Teachers' will be held in this city, on Tuesday and Wednesday, the 30th and 31st of this month. Having received no official notice of this meeting from the Executive Committee, we volunteer to act in the matter. Farther and fuller notice may be expected in our next number.

WHEN.—In reply to frequent inquiries, we will mention that the official term of the School Commissioner commences on the first day of February. It will save some trouble and delay if school authorities will bear this fact in mind, and address their communications till that time, as heretofore.









